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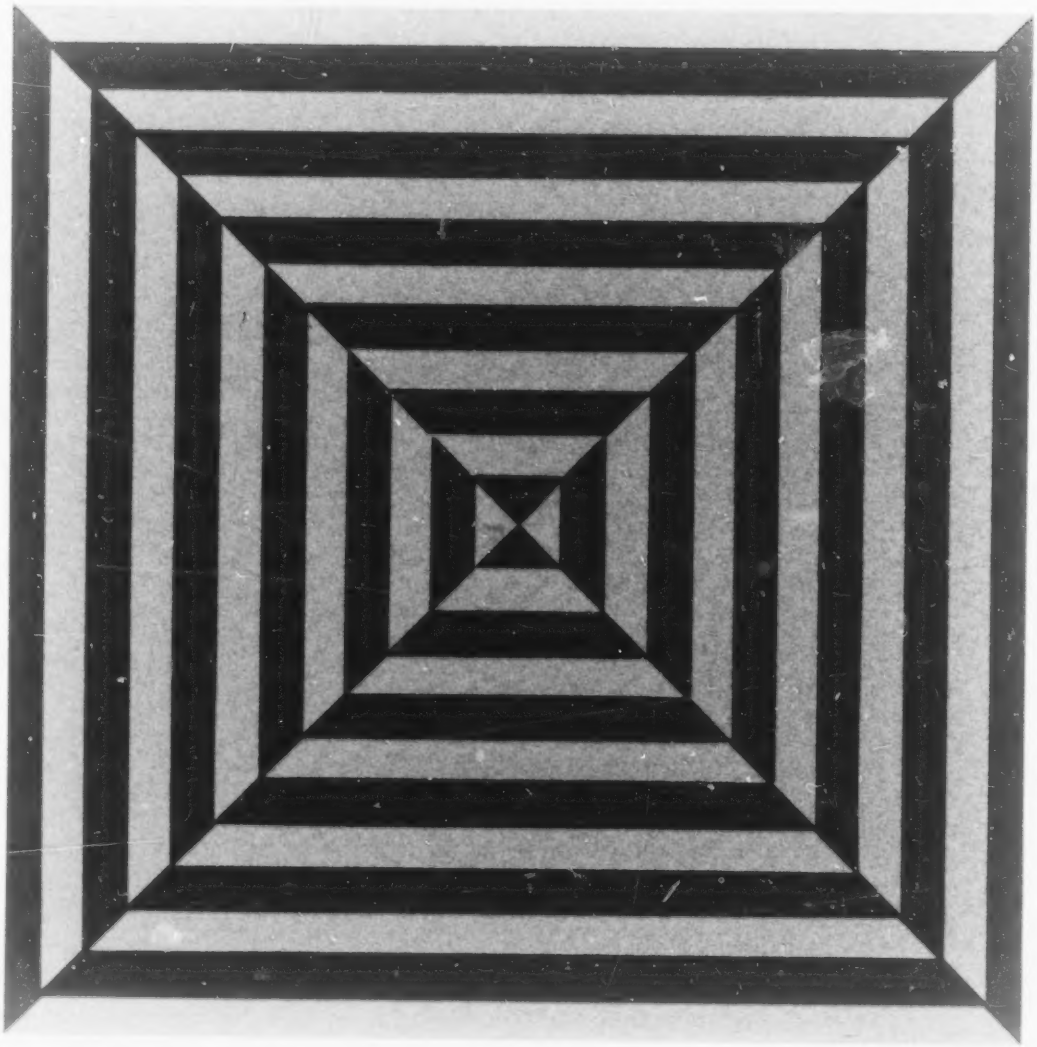
International Studies for Undergraduates, 1987
Operations and Opinions

Charles J. Andersen



HIGHER EDUCATION PANEL REPORT NUMBER 76 SEPTEMBER 1988

American Council on Education

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International Studies for Undergraduates, 1987
Operations and Opinions

Charles J. Andersen

with Foreword by
Richard D. Lambert
Director, The National Foreign Language Center
at The Johns Hopkins University

Higher Education Panel Reports
Number 76 September 1988

American Council on Education
Washington, D.C. 20036

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The Ford Foundation, Exxon Education Foundation, and the Pew Charitable Trusts are due special thanks for their financial support of the national overall study, of which this survey is a part.

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FOREWORD

Richard D. Lambert
Director, The National Foreign Language Center at The Johns Hopkins University

This special Higher Education Panel (HEP) survey is part of a larger study of international education at the undergraduate level in American higher education undertaken by the American Council on Education (ACE). The data herein presented enumerate important features of international studies as they appear at a large stratified national sample of institutions. These features are: foreign language requirements, study abroad programs, internationally-oriented majors and minors, the role of international studies in general education, on-campus administration of international studies, and internationally-focused library resources. In addition, a survey of presidential attitudes toward international studies is reported, and institutional wish lists of how new monies might be allocated among the various aspects of international studies are summarized.

The purpose of this survey was both to provide a cross-sectional snapshot of what is happening nationally in international studies, and to serve as a frame onto which additional extensive detailed data from a purposive sample of forty institutions can be anchored.

This HEP report presents a good deal of formerly unavailable detail on a number of aspects of international studies: for instance, language requirements are specified for particular majors; consortial arrangements are specified by function; and presidential general endorsements of the importance of international studies are tempered by forcing a comparison with a number of other current educational goals. Further, all of the data are presented by broad institutional categories; first separating four- and two-year institutions, then breaking the four-year institutions into ACE's familiar categories of research universities, comprehensive institutions, and baccalaureate colleges.

Enumerations of institutions that report this or that feature of international studies take us only so far, however. For one thing, questions about which institutions have what combination of features of international studies are not answered. What does a typical international studies profile of a baccalaureate institution look like, for example? Second, the variations among institutions within categories is immense. The overall characteristics of a class of institutions, say, comprehensive universities, may be a poor guide to what is happening in any one comprehensive university. And third, simple enumerative data must be put into the richer context of more detailed information about what individual institutions do and think. For that more specific, more interpretive discussion of international studies, the reader is directed to the fuller national survey. Nonetheless, this HEP report provides valuable cross-sectional data on international studies that are not otherwise readily available.

HIGHLIGHTS

The availability of international studies and emphases thereon vary widely among institutions of higher education, with marked differences in the patterns displayed by four- and two-year institutions. The mission, purpose, and clientele of the latter are frequently quite different from those of universities, comprehensive institutions, and baccalaureate colleges, and, in general, their involvement in international studies is not as great. Consequently, the two sectors are treated separately throughout this report.

International Studies at Four-year Colleges and Universities

- Foreign language requirements for admission to college were found at one-third of the four-year institutions. Foreign language requirements for a bachelor's degree were reported by two-thirds of the four-year colleges and universities.
- Internationally oriented courses such as world history and cultures were required as part of the General Education program at three-quarters of the four-year colleges and universities.
- Study abroad programs were operated by two-thirds of the four-year colleges and universities.
- Consortial arrangements among institutions of higher education covering international programs involved half of the four-year institutions.
- Grants and/or contracts for international studies in the last five years were reported by one-half of the four-year colleges and universities.
- Specially designated administrators with responsibilities for internationally oriented activities were found at seven-eighths of the four-year institutions. "Foreign student services" was the most frequently identified responsibility of such administrators.
- Increases in the last five years in—

  —hiring of new faculty with international expertise,
  —international course offerings,
  —libraries' international collections,
  —opportunities for study abroad, and
  —opportunities for faculty travel abroad

  were reported by more than half of the four-year institutions.
- The acquisition of a knowledge and understanding of international affairs was deemed **very important** to the education of the students by presidents or chief academic officers at two-thirds of the four-year institutions.
- The ability to use English well was deemed more important than the promotion of international knowledge and understanding by senior officials at 6 out of 10 four-year colleges and universities.
- Preparation for a job was rated more important than international understanding by officials at one-eighth of the four-year colleges and universities.
- The development of new internationally oriented courses would have received financial support from seven out of ten of the institutions' leaders if they had been given an additional $100,000 for international studies. The same proportion of institutions (seven out of ten) would have used some of the additional funds to expand study abroad opportunities.

International Studies at Two-year Colleges

- Foreign language requirements for admission were reported at less than five percent of the two-year colleges. A foreign language requirement for the associate degree was reported by one-eighth of these institutions.
- General Education programs at half of the two-year colleges required some internationally oriented courses.
- Study abroad programs were operated by one-eighth of the two-year colleges.
- Consortial arrangements among institutions covering international programs involved one out of eight two-year colleges; grants and/or contracts for international studies were reported by one out of ten.
- Specially designated administrators with responsibilities for internationally oriented activities were reported by about one-third of the two-year institutions; three-quarters of these institutions reported having an administrator for "foreign student services."

- The acquisition of a knowledge and understanding of international affairs was judged **very important** by the presidents or chief academic officers at nearly half of the two-year colleges.
- The ability to use English well was deemed more important than the promotion of international knowledge and understanding by leaders at three-quarters of these institutions.
- Preparation for a job was rated more important than international understanding by officials at one-half of the two-year colleges.
- If each institution had an additional $100,000 to use for international studies, the leaders at three-quarters of the two-year colleges would use at least some of the funds to hire faculty with special international expertise, and to increase their libraries' international collections.

INTRODUCTION

This survey was undertaken by the American Council on Education as part of a broad review of international studies at colleges and universities. The overall study, under the general direction of Richard Lambert, has been generously sponsored by the Ford Foundation, Exxon Education Foundation, and the Pew Charitable Trusts.

Growing concern about Americans' knowledge of the international scene—from simple geography to the international balance of payments—has directed attention to the extent and quality of international awareness that today's educational establishment is providing. This study is an effort to provide some insight into what is happening in undergraduate postsecondary education.

The survey was conducted through the Higher Education Panel (HEP), an ongoing survey research program of the American Council on Education since 1971. Questionnaires were completed by senior administrators at nearly 400 colleges and universities (74 percent of a 541 institution sample). Responses were statistically adjusted so that results are generally representative of American colleges and universities that offer undergraduate instruction.

Two questionnaires were sent to each institution. One requested information about degree requirements, offerings, administrative organization, and recent program changes. An accompanying letter requested that it be completed by the campus officials—most frequently a director of international programs or dean of studies—directly concerned with the operation of the international programs on the campus.

The second questionnaire was directed to the institution's president or chief academic officer. His or her opinion concerning the importance of international knowledge and understanding was solicited as well as an indication of how additional funds might be spent at the institution to strengthen an international studies program. About two-fifths of the responses to this part of the survey came from the presidents; another two-fifths came from academic vice-presidents and provosts; the remainder, from other officials, including the directors of international programs, research directors, and administrative officers.

The questionnaires were mailed in late June 1987. By mid-October, 398 responses had been received, or 74 percent of those surveyed.

Data from respondents were statistically adjusted using the Panel's stratification design and the weighting technique described in Appendix B. This adjustment means that the report's findings can be interpreted as generally descriptive of the nation's 2,600 colleges and universities that offer liberal arts and general baccalaureate and two-year transfer programs.

The text of the report is followed by the detailed tables from which the findings are drawn. Appendix A includes a facsimile of the survey instrument. Appendix B includes a description of the stratification design, weighting procedure, and response rates.

FINDINGS

This survey reveals wide differences in the involvement of institutions in international studies. Academic requirements and program offerings at two-year institutions are generally much more limited than at colleges and universities with four-year programs. Therefore, this discussion will treat survey results from the two sectors separately.

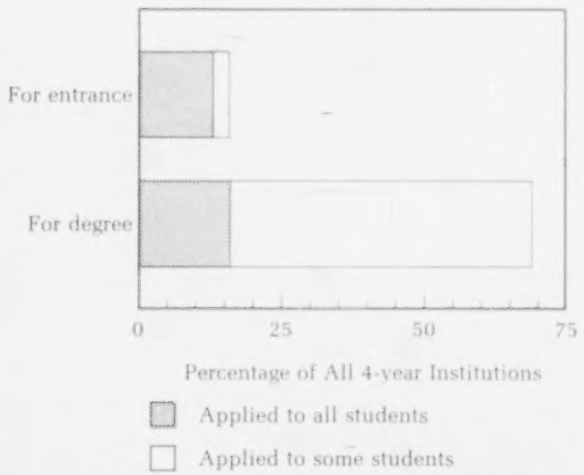
PART I—International Studies at Four-year Institutions

ACADEMIC PROGRAMS

Admissions Requirements

Most students did not need any experience with one of the major components of international studies—foreign languages—in order to enter college in 1986. Five out of six (84 percent) of the nation's four-year institutions did not have a foreign language requirement for admission (see Figure 1). Although approximately one-third of the research universities and one-eighth of the comprehensive and baccalaureate colleges **did** report such a requirement, it did not apply to all students. This was especially true at research universities, only one-fifth (22 percent) of which required some foreign language of all entering students. At institutions that did have a requirement, two years of high school foreign language training was the most frequently reported requirement.

FIGURE 1
Percentage of Four-year Institutions with Foreign Language Requirements



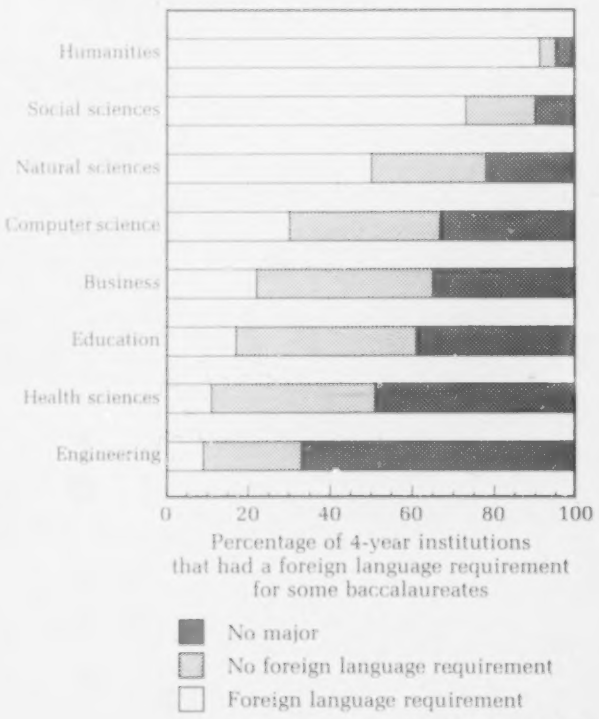
Reference: Tables 1, 3

Language Requirements for Baccalaureates

At two out of three four-year institutions, some or all students had to meet a foreign language requirement for the baccalaureate. At one college out of six, **all** students had to meet it; at just over half of the institutions, **some** students, depending on their major or school within the university, had to complete a foreign language requirement.

At one-third of the institutions with the requirement for all students, 1 to 2 semester equivalents were needed; at another third, three or more semester equivalents were required. The remaining third reported varied requirements including options among course-

FIGURE 2
Percentage of Four-Year Institutions with Foreign Language Requirements for Some Baccalaureates, by Selected Academic Areas (Percentage of All Institutions)



Reference: Table 5

work and tests, different coursework levels, and even study abroad.

Among the institutions that had language requirements for only some students, ninety percent reported that humanities majors had to fulfill them. None of the seven other groups of majors listed on the questionnaire showed such a high level of language requirements. Three-quarters of the institutions required foreign language study of social science majors; half had requirements for the natural sciences; one-fifth for undergraduate business majors; and only one-sixth required language training of education majors (see Figure 2). The requirement most frequently reported was 3 or more semester equivalents.

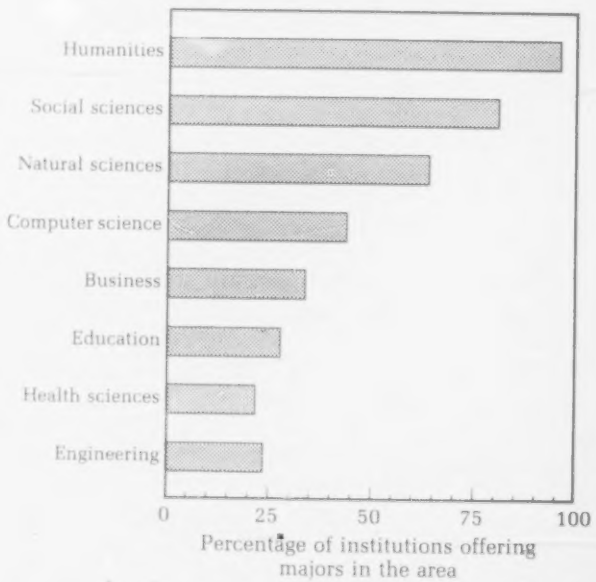
If these data are retabulated to show institutions with language requirements as a percentage of only those institutions offering majors in a given academic area, e.g., humanities, social sciences, etc., all of the percentages increase as shown in Figure 3. Humanities majors at nearly all institutions offering a humanities major have to meet some sort of foreign language requirement. Social science majors at eight out of ten institutions offering baccalaureates in the social sciences were required to have some foreign language exposure, and at two-thirds of the institutions offering majors in the natural sciences, students majoring in that area had to meet language requirements in order to earn a baccalaureate.

These figures probably overstate the language requirements somewhat, because a number of the institutions indicated that the requirements they were reporting applied only to those students who were working toward a bachelor of arts, not a bachelor of science degree.

General Education and International Studies

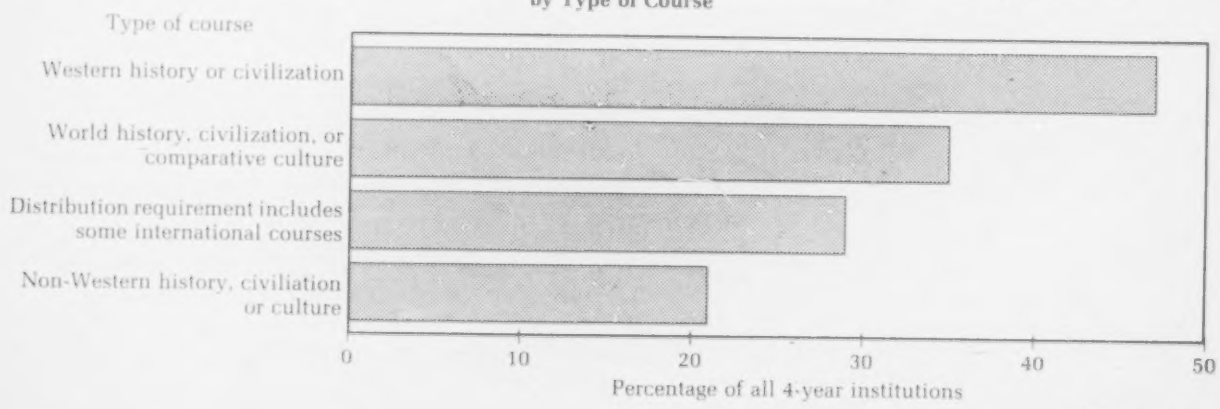
Approximately three-quarters of the 4-year colleges and universities reported that they had some sort of international content in their general education requirements. Nearly half of all four-year institutions (47 percent) reported requiring a course in Western history or civilization. One-third required world history/culture/civilization courses, and three out of ten said that their

FIGURE 3
Percentage of Four-Year Institutions with Foreign Language Requirements for Some Baccalaureates, by Selected Academic Areas (Percentage of Institutions with Majors)



Reference: Table 5

FIGURE 4
Percentage of Four-year Institutions with Internationally Oriented General Education Requirements, by Type of Course



Reference: Table 6

general education distribution requirements included some international courses. Two in ten required non-Western history, civilization, and/or culture (see Figure 4).

Majors in International Specialties

Majors in one or more international specialty areas were offered by three-quarters of the universities, half of the comprehensive colleges, and one-third of the baccalaureate colleges, for a total of 44 percent of all four-year institutions. An additional 11 percent offered only minors in international specialties.

Thirteen specialties were identified on the survey questionnaire; they included eleven geographic regions and two general subject matter areas. One of these latter, "international relations and international studies, general", was offered as a major by more institutions than any other—nearly two-thirds of the institutions that offered at least one international major. The second most frequently cited specialty was Latin America; over one-quarter of the institutions with international studies majors offered it.

Majors in the other specialties were reported by less than 20 percent of the institutions. Eighteen percent reported majors in European studies. Majors in Asian studies were offered by an estimated 100 institutions, with fewer reporting majors in the more specific areas such as Southeast Asia and South Asia (see Figure 5).

Survey participants were asked to report the number of 1986–87 degree completions for each area in which a major was offered. However, too few respondents gave information to yield reportable results.

A specialty that has recently attracted wide attention is international trade and/or business which, although not listed on the questionnaire, was specifically identified as an additional specialty more frequently than any other "write-in" field. Responses indicate that over forty institutions—mostly comprehensive universities—offer such majors. However, that is probably an underestimate. Some institutions may have similar programs organized within their business administration departments or schools that were not identified by the specialists in international studies who completed these questionnaires.

Knowledge of an area's language was required in about three-quarters of the major programs identified in the survey, but the percentages varied rather widely when the area specialties and institutional types were considered. The university sector showed the highest percentages of programs with language requirements in most of the non-European programs; comprehensive institutions led in the European/Western Hemisphere areas.

Minors in International Specialties

Institutions were also asked to indicate in which specialties they offered minors. In most areas, more institutions offered majors than minors. However, in South Asia and Southeast Asia, the reverse was true, with twice as many instititutions reporting minors as majors. Similarly, in African studies there were half again as many institutions with minors as majors. And minors in Latin American studies were reported by nearly 200 institutions in contrast to the 150 that offered majors.

Study Abroad

Most four-year colleges and universities (63 percent) operated study abroad programs. Of these, two-thirds (66 percent) conducted programs in England. About half operated in either France (56 percent) or Spain (49 percent); one-third in West Germany (37 percent); and 46 percent in other Western Europe locations. Programs in Mexico and East Asia (China, Japan, Korea) were operated by about one third of the four-year colleges. In none of the eight other areas listed on the questionnaire were so many institutions involved (see Figure 6).

FIGURE 5
Percentage of Four-Year Institutions Offering Majors in International Studies, by Selected Specialty Areas

Reference: Table 9

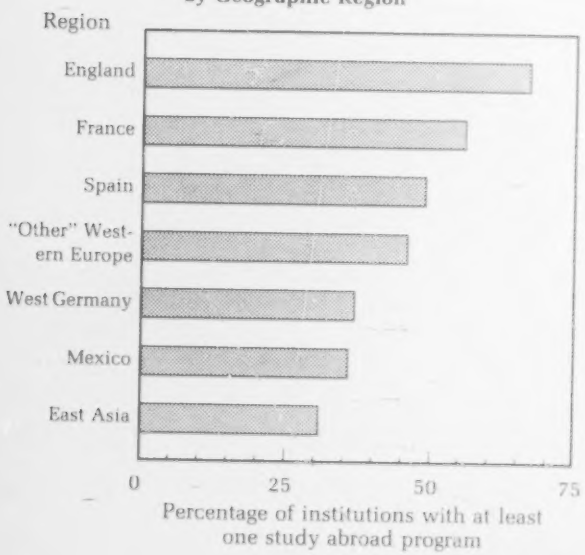
It should be noted that other institutions may have participated in study abroad programs through consortial arrangements. Furthermore, students from colleges that did not actually operate a study abroad program may have studied abroad through a program run by one of the 800 institutions that did.

In most of the geographic areas identified, a larger proportion of institutions operated programs for the summer or for one term than for the academic year. However, programs in East Asia were more frequently for the longer periods. Sixteen percent reported academic year programs; ten percent, summer or one term.

About two-thirds of the study abroad programs were operated so as to break even financially. Five percent of the institutions reported that they operated with a surplus, and nearly one-quarter reported subsidizing the programs.

The study abroad experience is one that a relatively small number of students have, even though most institutions operate such programs. Three-quarters of the institutions reported that less than 10 percent of their baccalaureate recipients in the past five years had studied abroad. Four percent of the institutions—but no university—reported that a majority of their graduating students had had a study abroad experience.

FIGURE 6
Percentage of Four-Year Institutions Operating Study Abroad Programs, by Geographic Region



Reference: Table 12

Foreign Periodicals

Nearly half (48 percent) of the responding 4-year institutions reported that their library subscribed to less than 25 newspapers or periodicals that were published abroad; most of these were the smaller baccalaureate institutions. About one-fifth of the institutions reported subscribing to 100 or more foreign publications; most of these were research universities and larger comprehensive institutions. Another one-fifth subscribed to 25 to 100 foreign journals, and one-tenth did not answer the question at all.

ADMINISTRATIVE CHARACTERISTICS

Consortia and Cooperation

Half of the nation's 4-year colleges and universities have consortial arrangements with other institutions involving international programs. The arrangement most frequently cited—by seven out of eight consortia members—involved study abroad. Teaching of foreign languages and of other international studies courses were, respectively, the second and third most frequently cited purposes for consortial arrangements (see Figure 7). International technical assistance involved one-eighth of all the 4-year institutions that participated in consortia, including almost half (45 percent) of the research universities that were consortia members.

About one in ten institutions participated in consortial arrangements for maintaining library collections for international studies, and six percent indicated consortial arrangements for the acquisition of books and/or periodicals. It is not known if these cooperative collections were considered when respondents answered the question concerning foreign newspapers and periodicals.

Cooperative arrangements outside of academe were less frequently found than consortial arrangements. One institution out of eight (13 percent) had some formal relationship between local business and its undergraduate foreign language and/or international studies programs. As one might expect, research universities were most likely to have this kind of cooperation (25 percent). Seven percent of the baccalaureate colleges indicated having such arrangements.

Grants and Contracts

Grants and contracts for international studies in the last five years were reported by nearly half of the

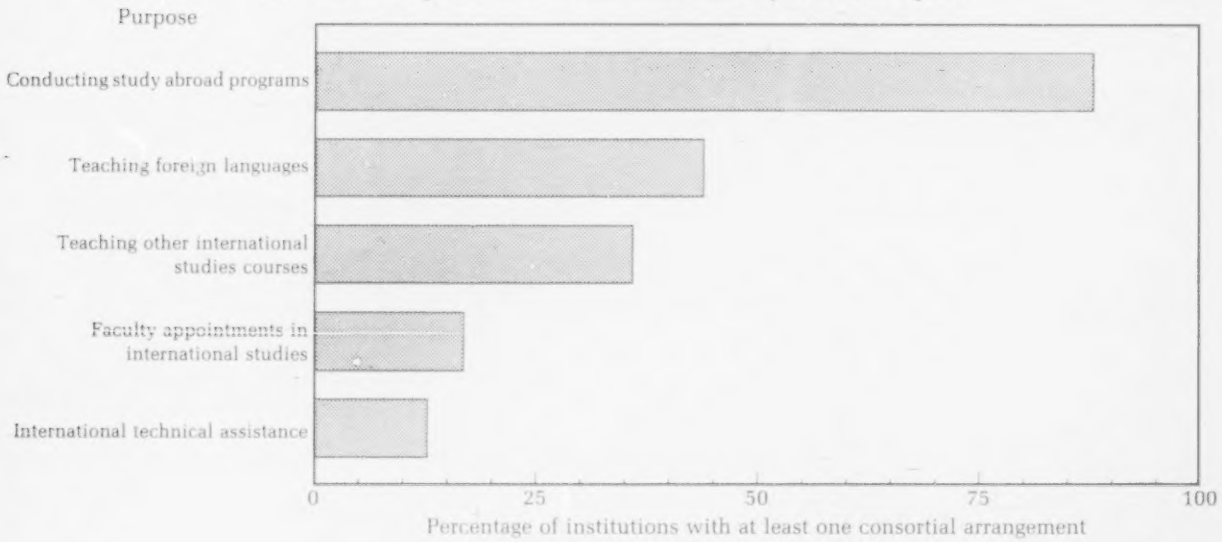
4-year institutions. The most frequently cited sources for such funding were private foundations and individual donors. Each provided support to four out of 10 of the institutions that reported having had some grants and/or contracts for international studies (see Figure 8).

Three-quarters of the research universities reported grant/contract activity in contrast to one-third of the baccalaureate institutions and two-thirds of the comprehensive institutions.

In the university sector, federal programs figured prominently; about half of the universities received support from the Agency for International Development (AID), U.S. Department of Education (ED), and U.S. Department of State/U.S. Information Agency (USDS/USIA). However, an even larger proportion (69 percent) received grants and/or contracts from private foundations.

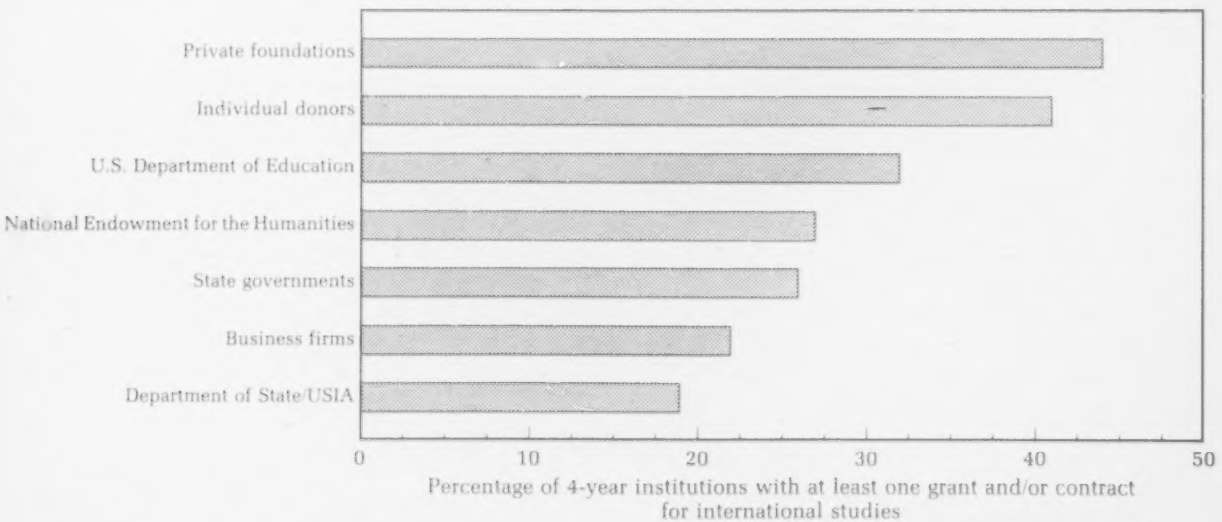
Comprehensive institutions with grants and/or contracts most frequently reported state governments

FIGURE 7
Consortia Participation of Four-Year Institutions, by Selected Purposes



Reference: Table 17

FIGURE 8
Selected Sources of Grants and/or Contracts for International Studies



Reference: Table 20

(44 percent) as sources of support for international studies. Among baccalaureate colleges, private donors were most frequently cited, with 41 percent of the colleges reporting support from that source. The frequency of support reported here should not be confused with the size of grants/contracts; that is a separate issue that was not addressed in this survey.

Administration of International Programs

About eight out of ten of the nation's four-year institutions had at least one specially designated administrator who was responsible—either part-time or full-time—for some activity in the international studies area. At eight out of ten of those institutions (84 percent), an administrator was responsible for "foreign student services." Seven out of ten of the institutions had at least one specially designated person responsible for study abroad programs; six out of ten, for all foreign language instruction; and half, for institutional linkages abroad (see Figure 9).

Figure 10 shows that most of the administrators responsible for these activities were budgeted on a part-time basis. Foreign language instruction was the only exception. In all likelihood at some institutions, a single individual may have performed two or more of these functions—each on a part-time basis. However, the survey did not attempt to determine if there were such combinations, or obtain "unduplicated headcounts" for international studies administrators.

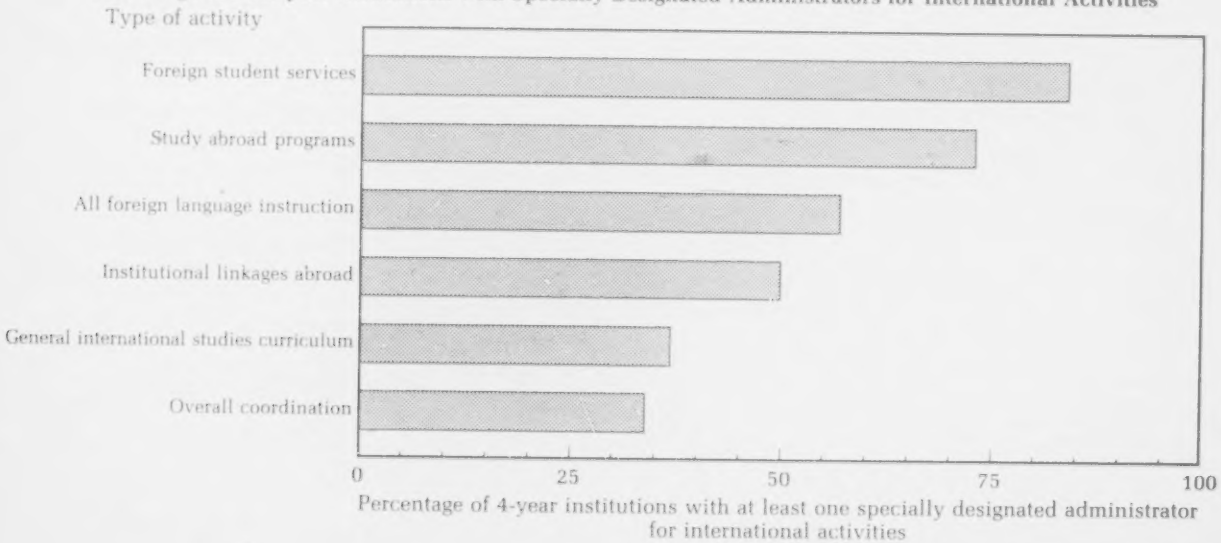
Coordination of all international education activities (including curriculum) was the specific responsibility of an administrator at three out of ten (34 percent) of the institutions that had at least some specifically assigned administrative support for international activities. Three-quarters of the universities with such coordinators reported that they were budgeted full-time. However, at the remainder of the four-year institutions with such coordinators, the full/part-time proportions were reversed. Only one-quarter of the coordinators were budgeted full-time and three-quarters, part-time. Size and type of institution may make a difference.

Recent Increases in International Studies Activities: Academic Years 1982–1987

Nearly half of the four-year institutions have had increases in the number of regularly enrolled foreign students in the last five years. An even larger proportion (two-thirds) reported increased opportunities for U.S. students to study abroad. Increased opportunities for faculty travel abroad were reported by half of the four-year institutions.

In the area of curriculum development, a little over half of the institutions have increased the number of international courses they offer, hired new faculty with international expertise, and increased the size of the international collection in their libraries. Just under half (49 percent) report having increased the integration of international materials into regular

FIGURE 9
Percentage of Four-year Institutions with Specially Designated Administrators for International Activities



Reference: Table 22

courses. (This appears to confirm the findings reported in another ACE report, *Campus Trends, 1987* (HEP Report No. 75), which showed that about two-fifths of the four-year institutions are increasing or have recently increased attention to international matters in their curriculum.[1])

In the last 5 years, increased language requirements for admission have been adopted by about 100 four-year colleges. Twice that number (about 200 institutions) have increased their language requirements for a baccalaureate. While these numbers are small proportions of all four-year institutions (8 and 16 percent respectively), they represent about half of those institutions with foreign language requirements for admission and over one-fifth (23 percent) of those with foreign language requirements for completion of the baccalaureate.

One-third of the four-year colleges and universities reported increases in the number of non-Western languages taught in the last five years. One-third of the institutions have increased the number of international majors and minors offered during the same period.

There were increases in the number of technical assistance contracts at three out of ten research universities, but at less than 5 percent of the comprehensive and baccalaureate institutions.

Formal linkages with institutions abroad have increased recently at two-fifths of the four-year colleges and universities. From the survey data, it is not possible to describe the nature of these linkages—some probably involve study abroad activities—but increased formal contact between 44 percent of the nation's four-year colleges and foreign institutions would seem to represent a significant widening of horizons.

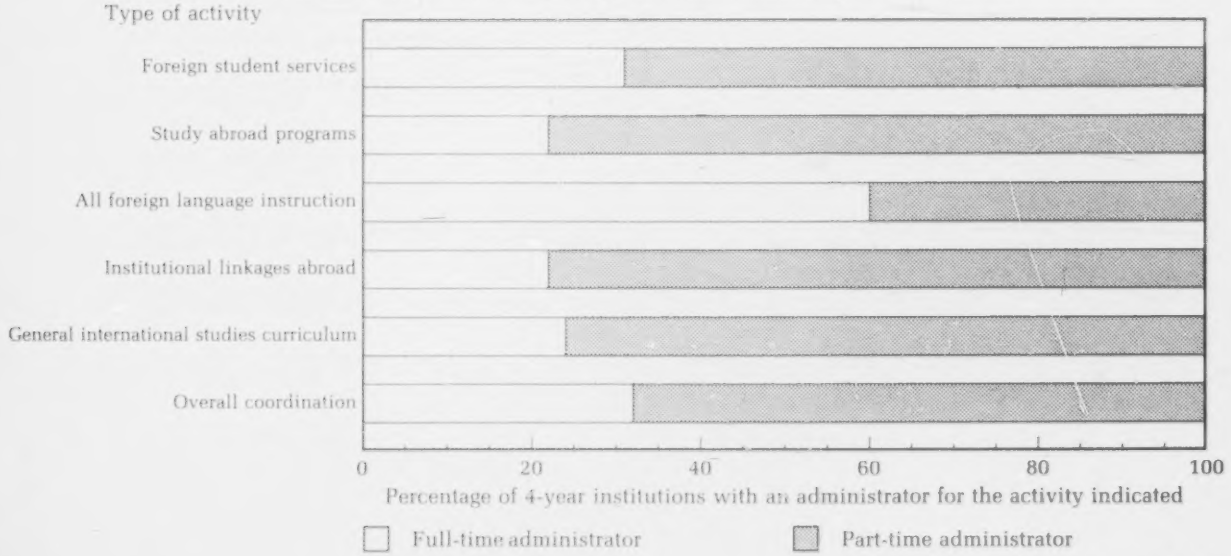
[1]Elaine El-Khawas, *Campus Trends, 1987* (Washington: American Council on Education, 1987), p.21.

OPINIONS ABOUT INTERNATIONAL STUDIES

Presidents and other senior academic officials at two-thirds of the four-year institutions thought that "the acquisition of a knowledge and understanding of international affairs" was "very important" to the education of their students. Respondents from one-fifth of the colleges thought it to be "moderately important." None indicated that it was "not important" (see Figure 11).

When these academic leaders were asked to contrast the importance of "the promotion of international knowledge and understanding" with several other academic or instructional outcomes, four out of five indicated that a knowledge of American history, an understanding of the Western heritage, the ability to use English well, familiarity with the natural sciences and acquiring basic skills in mathematics were equally or more important (see Figure 12). Half thought that computer literacy and preparation for a

FIGURE 10
Full/Part-time Status of International Administrators at Four-year Institutions



Reference: Table 23

job were equally or more important than international understanding.

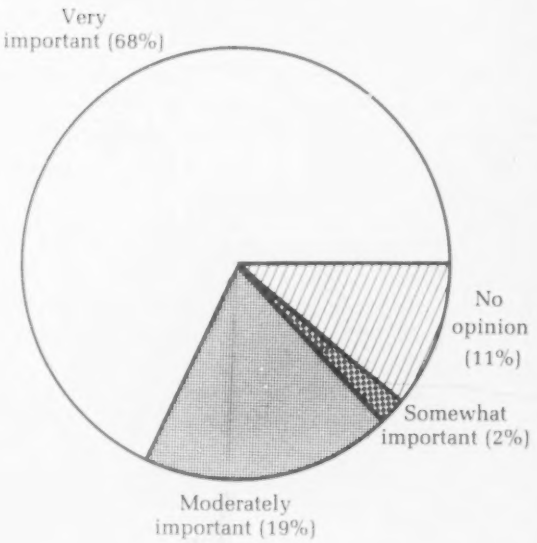
Figure 12 shows also the proportions of respondents who felt that the outcomes were **more** important than international knowledge in contrast to those that felt they were **equally** important. The ability to use English well and basic skills in mathematics were the two outcomes deemed **more** important by the largest number of respondents.

"What-if" Funding

A final question on the survey asked the academic leaders how they would spend an additional $100,000 per year (on a long term basis) to support international studies. The questionnaire provided a list of 11 activities ranging from the hiring of faculty with international expertise to increasing the library's international collection. Respondents were asked to divide "their additional $100,000" among those 11 options.

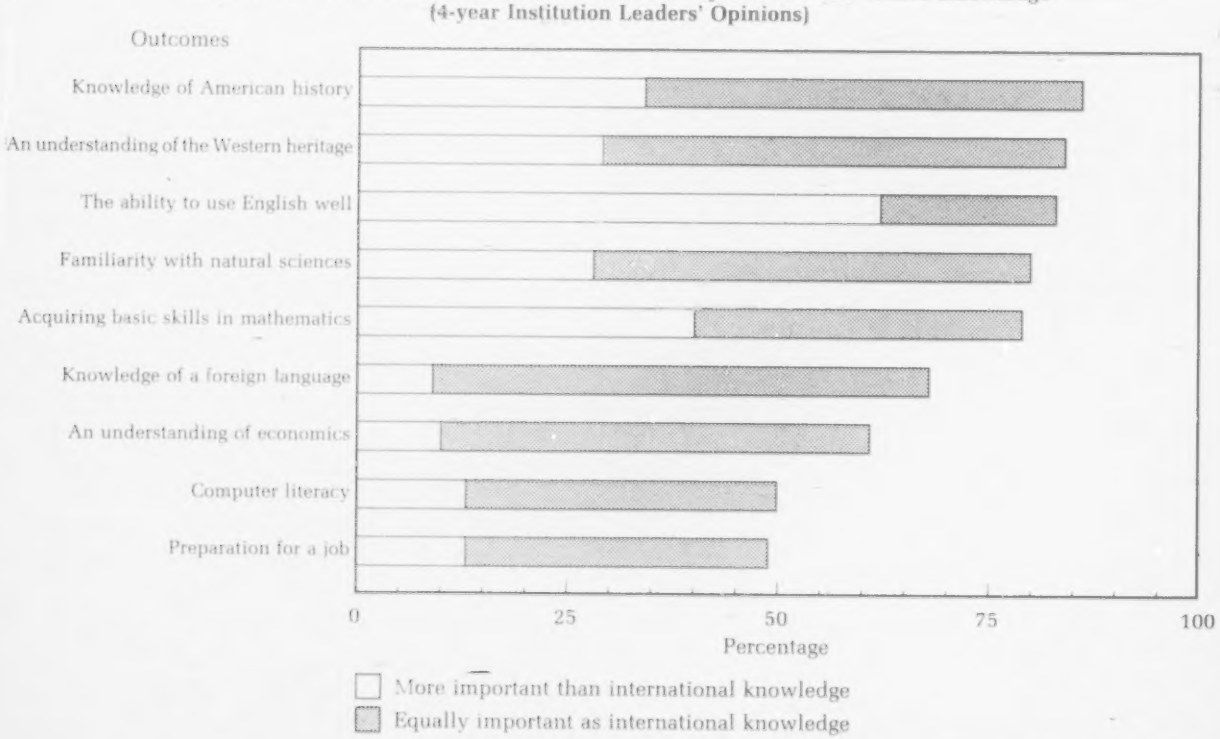
If the $131 million that would have been required to fund such a proposal at four-year institutions were split according to the expressed wishes of the respondents, two-fifths of it would go for faculty-related

FIGURE 11
Senior Officials' Opinions on the Importance of International Affairs (4-year Institutions)



Reference: Table 25

FIGURE 12
Importance of Selected Educational Outcomes Compared to International Knowledge (4-year Institution Leaders' Opinions)



Reference: Tables 26, 27

purposes—21 percent to hire faculty with international expertise, 11 percent for faculty to work abroad, and 11 percent to hire additional faculty for foreign language instruction (see Figure 13).

Student support would account for one-fifth of the funds, with 13 percent going to expand study abroad opportunities and 7 percent to expand foreign student enrollments.

Curriculum development would take another one-fifth of the funds; nine percent to create internationally-oriented courses, seven percent for libraries' international holdings, and another six percent to sponsor conferences and lectures.

Administrative activities would use fifteen percent of the $131 million. Eight percent would be used to hire staff for building an administrative organization for international education, and seven percent would be used to increase technical assistance activities and linkages with foreign institutions.

Frequency of Allocations

The frequency with which respondents allocated some—any or all—funds to expenditure items shows priorities that are somewhat different from those implied by the distribution of the total imaginary $131 million just described. Hiring of faculty, the purpose that would have used the largest share of the imaginary funds, was also among the most frequently cited expenditure purposes. Two out of three respondents allocated funds to it. However, essentially the same proportion of respondents would have spent something on the development of new internationally-oriented courses, the expansion of study abroad opportunities, and the support for faculty to work abroad (see Figure 14).

Obviously, these percentages are not additive, hence grouping by broad categories is not shown. However, the three purposes classified "Administration" were targeted for allocations less frequently than the others. Four out of ten of the responding officials would have spent some funds to increase their linkages with foreign institutions, one-third would have hired staff to build an administrative organization on campus for international education, and one in six would have used some of the funds to pay for technical assistance activities.

PART II—International Studies at Two-year Institutions

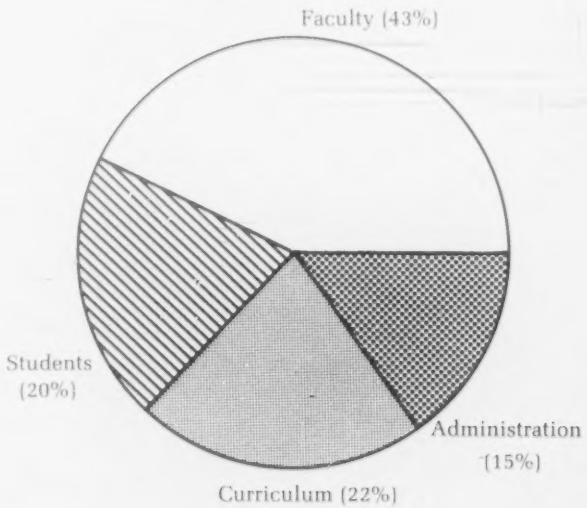
ACADEMIC PROGRAMS

Most two-year institutions are community colleges, and provide career training, adult and continuing education in addition to associate degree and bachelor's degree transfer programs. With such a broad mission, it is to be expected that few of these institutions would have foreign language requirements for either entrance or completion of studies. Less than 50 institutions are estimated to have a foreign language entrance requirement, and less than two hundred (out of 1,311 institutions), any foreign language requirement for the completion of studies.

However, close to one-half of the two-year institutions (46 percent) reported some international content in their general education requirements. Of these, three-quarters required course work in Western history or civilization; two-fifths, in world history, civilization, or comparative culture. One-quarter had distribution requirements that included some international courses, and one-quarter required courses in non-Western history, civilization, or culture (see Figure 15).

One-eighth of the two-year institutions (12 percent) reported sponsoring study abroad programs. More such programs were located in England than in any other part of the world. However, about two

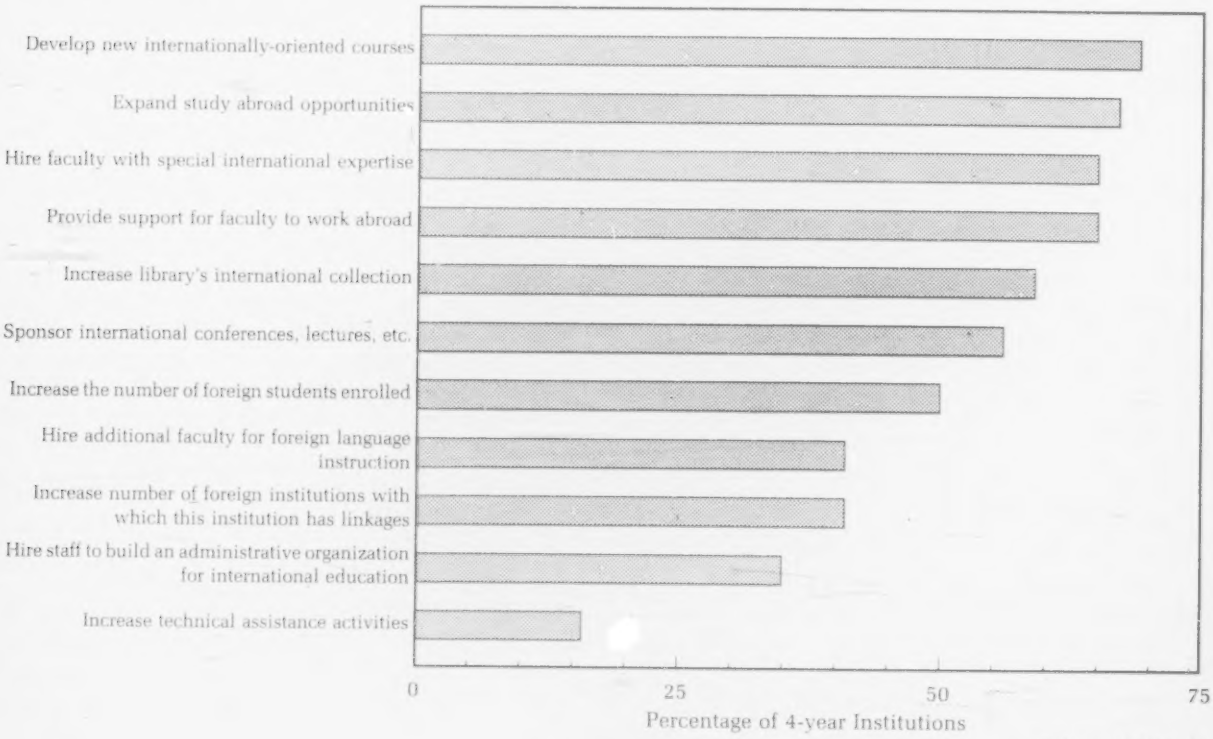
FIGURE 13
Proposed Distribution of Additional Funds for International Activities (4-year Institutions)



Reference: Table 28

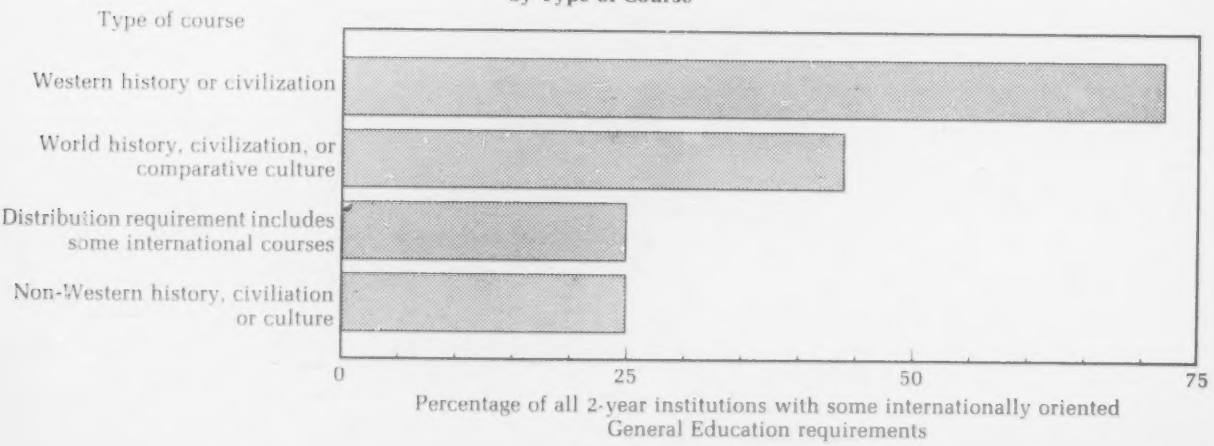
dozen institutions have programs in the Far East. The infrequent incidence of study abroad programs in the two-year sector was confirmed by responses to the question concerning study abroad experience of recent graduates. All of the two-year institutions reported that, of the students who earned associate degrees in the past five years, less than 10 percent had studied abroad.

FIGURE 14
Percentage of Four-year Institutions That Would Use Additional Funds for Selected International Purposes


Develop new internationally-oriented courses
Expand study abroad opportunities
Hire faculty with special international expertise
Provide support for faculty to work abroad
Increase library's international collection
Sponsor international conferences, lectures, etc.
Increase the number of foreign students enrolled
Hire additional faculty for foreign language instruction
Increase number of foreign institutions with which this institution has linkages
Hire staff to build an administrative organization for international education
Increase technical assistance activities
0
25
50
75
Percentage of 4-year Institutions

Reference: Table 29

FIGURE 15
Percentage of Two-year Institutions with Internationally Oriented General Education Requirements, by Type of Course


Type of course
Western history or civilization
World history, civilization, or comparative culture
Distribution requirement includes some international courses
Non-Western history, civiliation or culture
0
25
50
75
Percentage of all 2-year institutions with some internationally oriented General Education requirements

Reference: Table 7

Contact with international affairs through foreign publications appears to be limited in the two-year sector. One-third of the institutions reported that their libraries had no subscriptions to such newspapers or periodicals. Just over half (55 percent) subscribed to less than 25 foreign publications; two percent subscribed to 25 or more. One in ten did not respond to the question.

ADMINISTRATIVE CHARACTERISTICS

Consortia and Cooperation

Participation in consortia related to international studies involved 12 percent of the two-year institutions. The purpose most frequently identified for such cooperation was study abroad; three quarters of the institutions reported it.

Formal relations between local businesses and an institution's international studies or foreign language programs are estimated to exist at about 100 two-year institutions.

Grants and Contracts

One-tenth of the two-year institutions reported having received grants or contracts for international studies within the past five years (1982/83–1986/87).

One-third of the two-year institutions with grants/contracts reported that they were with the National Endowment for the Humanities, and one-fifth received support from the Agency for International Development (AID). About one-sixth reported support from private foundations.

Administration of International Studies

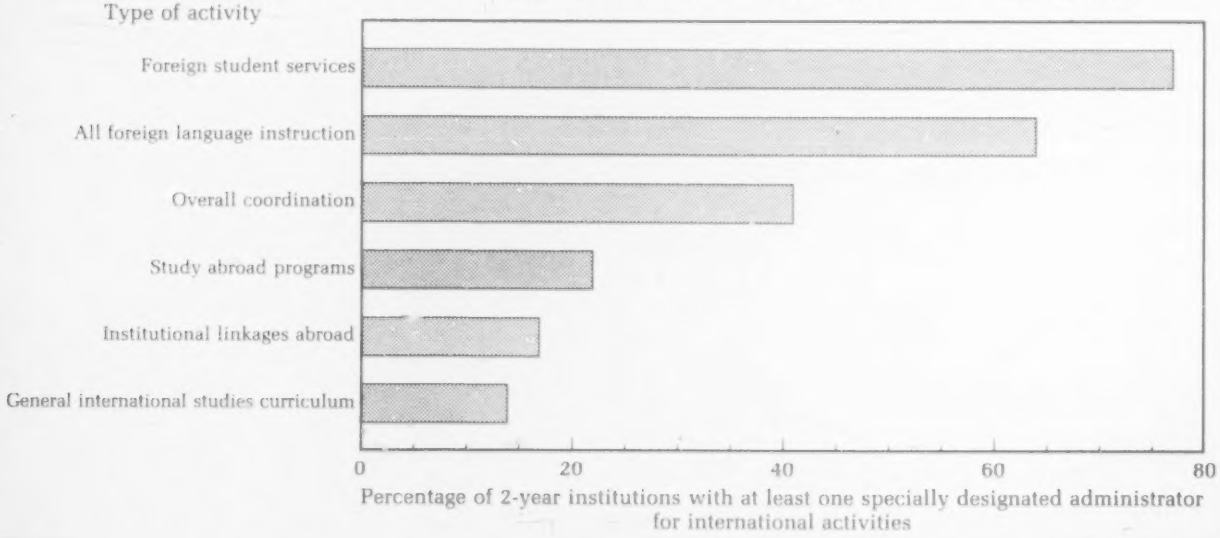
A specially designated administrator with responsibilities for international activities was found on two-fifths of the two-year campuses.

At those two-year colleges that did have an administrator for international programs, the function most frequently staffed—at three-quarters of the institutions—was the same as that most frequently found at four-year institutions, "foreign student services." In addition, administrators with responsibilities for all language instruction and for coordination of all international education activity were reported at 64 and 41 percent, respectively, of the two-year colleges with specially designated administrative support for international studies (see Figure 16).

Recent Changes at Two-year Colleges

Increases in international activities or resources during the last five years (1982/83–1986/87) were re-

FIGURE 16
Percentage of Two-year Institutions with Specially Designated Administrators for International Activities



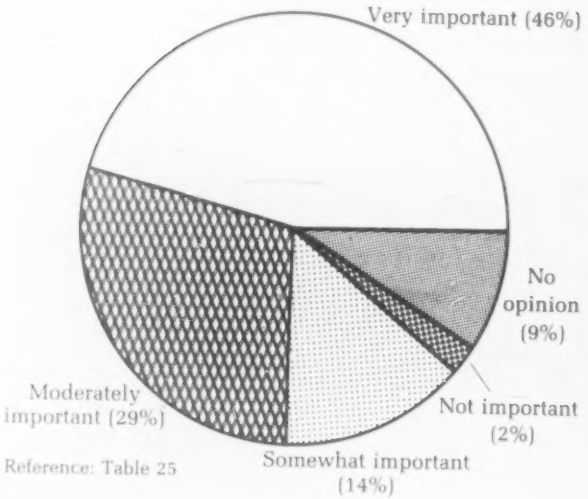
Reference: Table 22

ported at relatively few two-year colleges. Yet, one institution in six (17 percent) reported an increase in the integration of international materials into regular courses, and in the number of foreign students enrolled (18 percent). One out of eight (13 percent) reported increases in the number of non-Western languages taught, the number of international courses offered, and opportunities for students and faculty to study and travel abroad.

OPINIONS ABOUT INTERNATIONAL STUDIES

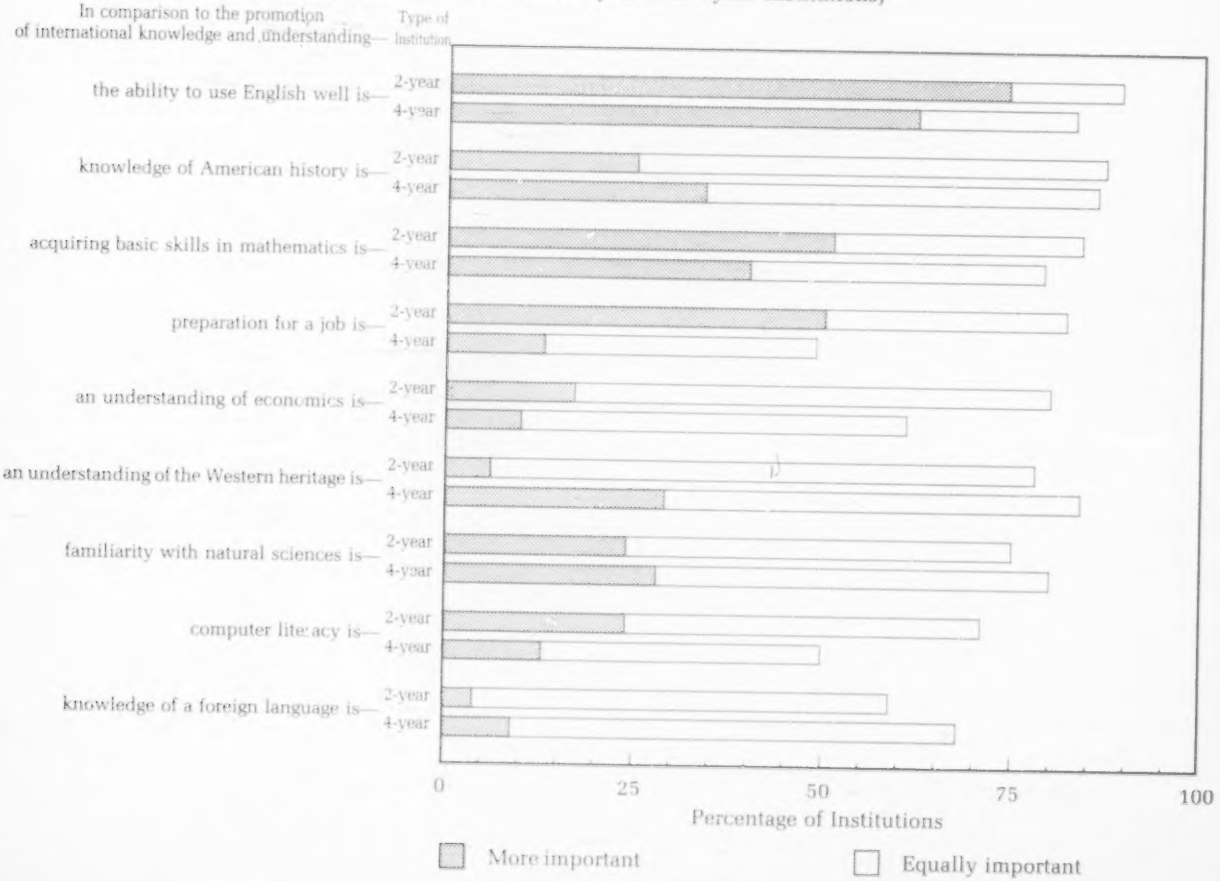
Senior officials at half (46 percent) of the two-year colleges thought that the acquisition of a knowledge and understanding of international affairs was "very important" to the education of their students, while two percent thought it was "not important." The remainder considered international affairs either "moderately" or "somewhat" important to their stu-

FIGURE 17
Senior Officials' Opinions on the Importance of International Affairs (2-year Institutions)



Reference: Table 25

FIGURE 18
Importance of Selected Educational Outcomes Compared to International Knowledge (Opinions of Leaders at 2-year and 4-year Institutions)



Reference: Table 26

dents' education, or gave no opinion (see Figure 17). This contrasts with leaders in the four-year sector, of whom two-thirds rated international affairs "very important;" none rated it "not important."

When comparing the promotion of international knowledge and understanding to other skills and academic outcomes, 9 out of 10 of the respondents at two-year colleges felt that the ability to use English well and knowledge of American history were more or equally important. Eight out of ten reported that the acquisition of basic skills in mathematics, preparation for a job, and a knowledge of economics were equally or more important than international knowledge.

Figure 18 contrasts the opinions of leaders from the two- and four-year sectors and shows—when the "more important" and "equally important" ratings are combined—no great differences except in the views concerning job preparation, understanding economics, and computer literacy. In each of these three cases, a notably higher percentage of the respondents from two-year colleges than from four-year institutions felt that the educational outcome was equally or more important than international knowledge.

"What-if" Funding

Of the imaginary additional $100,000 per institution for international education that respondents were asked to allocate, the two-year college administrators opted to spend two-fifths of it on faculty—one-fifth to hire faculty with international expertise, one-tenth to hire language faculty, and one-tenth to provide study abroad opportunities for the faculty (see Figure 19).

Curriculum changes would take one-fifth of the money, split more or less evenly between increasing international library holdings, new international courses, and conferences and lectures. Student activities would account for a little less than one-fifth of the funds—11 percent to expand study abroad opportunities and 6 percent to increase foreign student enrollments.

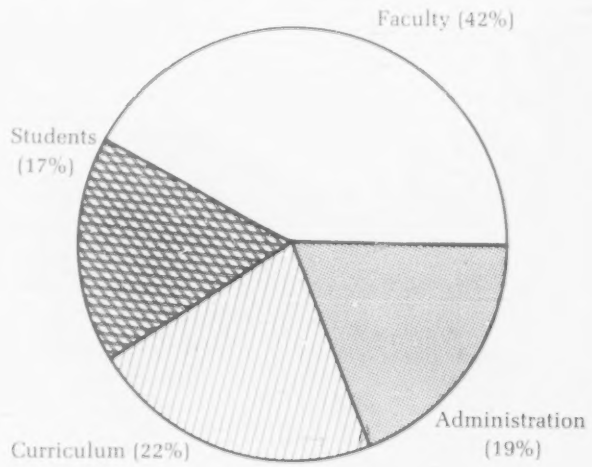
Finally, one-fifth of the funds would be divided almost evenly between increasing the number of linkages with foreign institutions, increasing technical assistance activities, and hiring staff to build an administrative organization for international education. This distribution parallels closely the distribution suggested by the leaders of the four-year colleges and universities.

Frequency of Allocations

Three-quarters of the two-year college respondents allocated part of their imaginary $100,000 for international studies to hiring faculty with international expertise. The same proportion allocated something to increasing the international collections in their libraries; and a slightly smaller share (70 percent) would have used part of the international funds to develop new internationally-oriented courses (see Figure 20).

Almost half reported that they would have allocated something to increase technical assistance activities and to build an administrative organization on campus for international education (45 and 44 percent respectively). One-third would have allocated something to increase—or establish—the number of foreign institutions with which they had linkages.

FIGURE 19
Proposed Distribution of Additional Funds for International Activities (2-year Institutions)



Reference: Table 28

SUMMARY

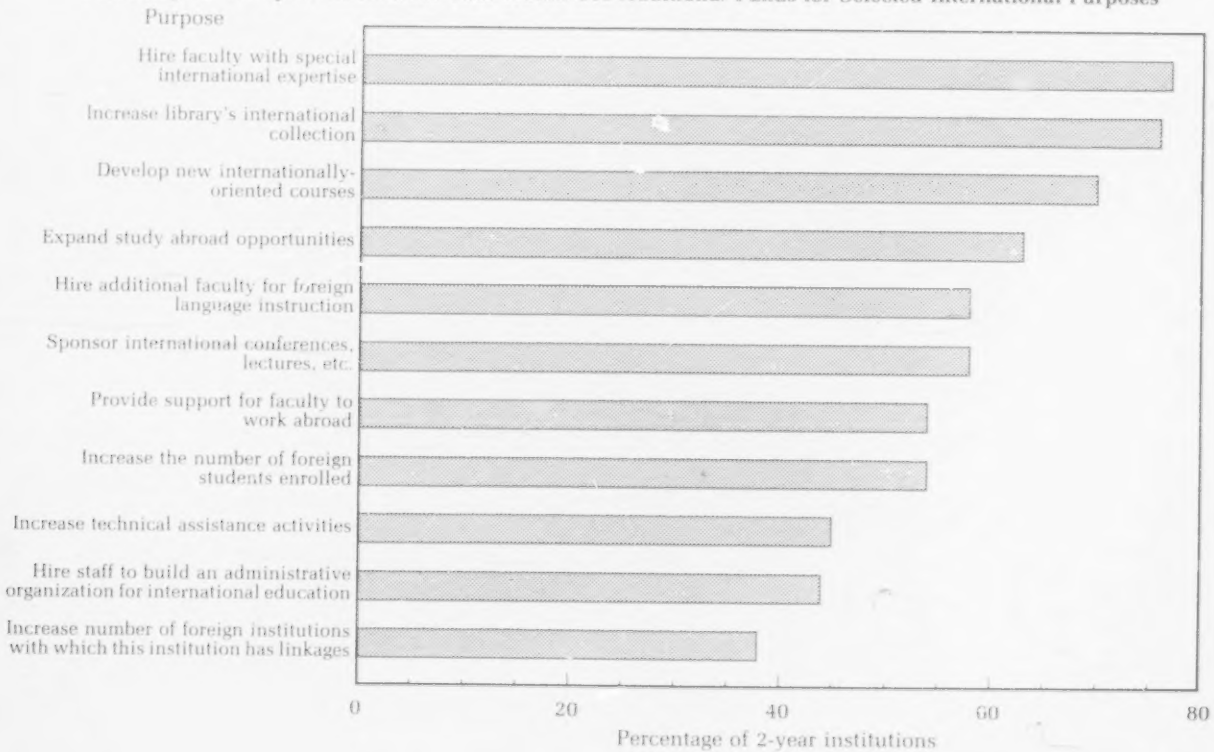
Diversity and contrast are very evident in international studies—as in most areas of higher education in this country. Academic and administrative practices vary widely, especially between the two-year and four-year sectors. Whereas most, though certainly not all, four-year institutions have a foreign language requirement for at least some of their baccalaureates, relatively few two-year institutions require their students to study foreign languages. Likewise, comparatively few two-year institutions operate study abroad programs, while the large majority of universities and almost half of the baccalaureate colleges do.

Some of these differences may be size-related, but others are not. Majors in international specialities are offered by a larger proportion of universities than baccalaureate colleges. However, more baccalaureate colleges than two-year institutions require internationally oriented courses in their General Education programs, even though the community colleges are, as a rule, larger.

Some differences may be related to varied institutional missions. Two-thirds of the officials at four-year colleges considered international knowledge and education to be "very important" in the education of their students, whereas less than half of the comparable officials at two-year institutions expressed that opinion. Half of the two-year college respondents said that preparation for a job was more important than a knowledge of international affairs, whereas one-eighth of the four-year college respondents held that opinion.

Thus, there appears to be greater involvement in and support for international studies in the four-year sector than among the two-year colleges. However, within the sectors there are important differences, as well. Some comprehensive institutions and baccalaureate colleges do almost nothing in area studies or study abroad, while others have extensive programs affecting large portions of their student bodies. Whereas most two-year colleges show limited involvement in international studies, others are engaged in a variety of international activities. In both sectors, there is plenty of opportunity for action.

FIGURE 20
Percentage of Two-year Institutions That Would Use Additional Funds for Selected International Purposes


Purpose
Hire faculty with special international expertise
Increase library's international collection
Develop new internationally-oriented courses
Expand study abroad opportunities
Hire additional faculty for foreign language instruction
Sponsor international conferences, lectures, etc.
Provide support for faculty to work abroad
Increase the number of foreign students enrolled
Increase technical assistance activities
Hire staff to build an administrative organization for international education
Increase number of foreign institutions with which this institution has linkages
0
20
40
60
80
Percentage of 2-year institutions

Reference: Table 29

DETAILED STATISTICAL TABLES

TABLE 1—Foreign Language Requirements for Admission, by Type of Institution

Language Requirement	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
No foreign language requirement	63	86	87	84	97
Some foreign language requirement	(37)	(14)	(13)	(16)	(3)
Foreign language required of—					
all entering students	22	13	11	13	1
some entering students	14	1	1	3	1

Note: Detail may not sum to totals because of rounding.

TABLE 2—Percentage of Institutions Requiring Foreign Language for Admissions, by Level of Instruction and Type of Institution

Level of Instruction	Percentage of—				
	Research Universities (N = 59)	Comprehensive Universities (N = 57)	Baccalaureate Colleges (N = 93)	All 4-year Institutions (N = 209)	2-year Institutions (N = 34)
All requirements	100%	100%	100%	100%	100%
1 year of high school instruction	0	0	14	6	0
2 years of high school instruction	80	65	86	79	44
Competence testing	0	0	0	0	56
Other	20	35	0	15	0

TABLE 3—Percentage of Institutions with Foreign Language Requirements for Degree Completion, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
No foreign language requirement	23	22	38	31	86
Foreign language requirement for some or all baccalaureate or associate degrees	(77)	(78)	(62)	(69)	(14)
Foreign language requirement for—					
all baccalaureate or associate degrees	9	8	22	16	<1
some baccalaureate or associate degrees	68	70	40	53	13

Note: Detail may not sum to totals because of rounding.

TABLE 4—Foreign Language Requirements at Institutions with Requirements for All Baccalaureate Recipients

	Percentage of—			
Requirements	Research Universities (N = 14)[a]	Comprehensive Universities (N = 33)	Baccalaureate Colleges (N = 164)	4-year Institutions (N = 211)
All requirements	100%	100%	100%	100%
1–2 semester equivalents	59	52	35	39
3 or more semester equivalents	23	10	45	38
Other[b]	18	38	20	23

[a]Caution is urged in using these estimates because of the small number of institutions.
[b]Includes item nonresponses.

TABLE 5—Language Requirements at Institutions Requiring Language Training for Some Baccalaureate Recipients, by Major Area of Study and Type of Institution

Major Area	Percentage of Institutions with—				
	Language Requirement of—				
	1–2 Semester Equivalents	3 or more Semester Equivalents	Other Language Requirement	No Language Requirement	No Major[a]
	4-year Institutions (N = 689)				
1. Humanities	33%	57%	<1%	4%	5%
2. Natural sciences	26	24	—	28	22
3. Social sciences	32	41	—	17	10
4. Education	9	8	<1	44	39
5. Computer science	17	13	—	37	33
6. Business (undergraduate)	13	9	—	43	35
7. Engineering	5	3	—	24	67
8. Health sciences	5	6	—	40	49
	Research Universities (N = 110)				
1. Humanities	18	69	2	5	5
2. Natural sciences	18	48	—	26	7
3. Social sciences	25	67	—	8	—
4. Education	10	8	2	52	27
5. Computer science	13	29	—	50	8
6. Business (undergraduate)	8	10	—	57	24
7. Engineering	6	2	—	59	33
8. Health sciences	5	18	—	49	28
	Comprehensive Universities (N = 284)				
1. Humanities	23	63	—	5	9
2. Natural sciences	22	27	—	30	21
3. Social sciences	29	41	—	24	6
4. Education	5	15	—	45	35
5. Computer science	16	14	—	41	29
6. Business (undergraduate)	5	7	—	52	36
7. Engineering	4	7	—	16	73
8. Health sciences	11	4	—	41	45
	Baccalaureate Colleges (N = 295)				
1. Humanities	48	47	—	3	1
2. Natural sciences	32	13	—	26	29
3. Social sciences	38	31	—	13	18
4. Education	12	2	—	40	46
5. Computer science	20	6	—	29	45
6. Business (undergraduate)	22	10	—	29	39
7. Engineering	5	—	—	19	76
8. Health sciences	—	3	—	36	60

Note: Detail may not sum across to 100 because of rounding.
— signifies 0. [a]Includes item nonresponses.

TABLE 6—Percentage of Institutions with Internationally Oriented General Education Course Requirements, by Type of Course and Institution

Type of Course	Percentage of—				
	Research Universities (N=161)	Comprehensive Universities (N=408)	Baccalaureate Colleges (N=739)	All 4-year Institutions (N=1308)	2-year Institutions (N=1311)
Institutions with at least one internationally oriented course in their general education requirements	71%	77%	79%	77%	46%
a. Western history or civilization	45	34	55	47	33
b. World history, civilization, or comparative culture	40	34	35	35	20
c. Distribution requirement that includes some international courses	23	38	26	29	11
d. Non-Western history, civilization or culture	27	9	26	21	12
e. Distribution requirement that has a specifically international focus	11	16	10	12	1
f. Other "international" courses	14	14	7	10	3
g. Study abroad	0	0	3	2	1

TABLE 7—Institutions Requiring Internationally Oriented General Education Courses, by Type of Course and Institution (Percentage of Institutions with at Least One Required Course)

Type of Course	Percentage of—				
	Research Universities (N=114)	Comprehensive Universities (N=314)	Baccalaureate Colleges (N=585)	4-year Institutions (N=1013)	2-year Institutions (N=601)
a. Western history or civilization	64%	44%	70%	61%	72%
b. World history, civilization, or comparative culture	57	45	44	46	44
c. Distribution requirement that includes some international courses	32	49	33	38	25
d. Non-Western history, civilization or culture	39	11	33	27	25
e. Distribution requirement that has a specifically international focus	16	21	13	16	1
f. Other "international" courses	19	18	9	13	6
g. Study abroad	0	0	4	2	1

Note: Base for calculation of percentages is the number of institutions that reported having at least one of the listed course types in their general education requirements.

TABLE 8—Percentage of Institutions Offering Baccalaureate Majors and/or Minors in International Specialties

	Percentage of—			
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)
All institutions	100%	100%	100%	100%
Institutions offering—				
major(s) and/or minor(s) in at least one specialty	84	61	46	55
Majors	(77)	(48)	(36)	(44)
Majors **and** minors	55	19	19	23
Majors only	22	29	17	21
Minors	(62)	(32)	(29)	(34)
Majors **and** minors	55	19	19	23
Minors only	7	13	10	11
Institutions not offering either majors or minors	16	39	54	45

TABLE 9—Percentage of Institutions Offering Baccalaureate Majors in International Specialties, by Specialty Area and Type of Institution

	Percentage of—			
Specialty Area	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)
Institutions offering a major in at least one specialty area	77%	48%	36%	44%
a. Africa	15	2	1	3
b. Middle East	20	2	0	3
c. East Asia	26	5	2	6
d. Southeast Asia	6	1	0	1
e. South Asia	5	1	0	1
f. All of Asia and/or the Pacific Rim	22	5	5	7
g. Latin America	46	11	5	12
h. Non-Western, 3rd World, etc.	3	3	0	1
i. Eastern Europe	33	8	2	8
j. Western Europe	22	6	7	8
k. All of Europe	11	6	4	6
l. International relations, international studies, general	37	29	26	28
m. Comparative studies	7	7	3	5
n. International business	3	8	1	3
o. Other	8	4	1	3

TABLE 10—Percentage of Institutions with Language Requirements for Baccalaureate Majors in International Specialty Areas, by Area and Type of Institution

Specialty Area	Percentage of—			
	Research Universities	Comprehensive Universities	Baccalaureate Colleges	4-year Institutions
a. Africa	58%	50%	0%	50%
b. Middle East	84	50	nm	76
c. East Asia	88	50	100	81
d. Southeast Asia	100	60	nm	86
e. South Asia	63	60	nm	62
f. All of Asia and/or the Pacific Rim	67	75	50	62
g. Latin America	76	86	77	79
h. Non-Western, 3rd World, etc.	100	85	nm	89
i. Eastern Europe	77	85	20	71
j. Western Europe	60	81	86	76
k. All of Europe	71	72	48	62
l. International relations, international studies, general	61	75	58	64
m. Comparative studies	58	100	65	80
n. International business	0	45	0	32
o. Other	62	88	0	68

Note: The base used to calculate the percentages is the number of institutions that offer a major in the specialty area. Thus, 58 percent of the universities that offer a major in African studies reported having an area language requirement.
nm = No major offered.

TABLE 11—Percentage of Institutions Operating Study Abroad Programs, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions operating study abroad programs	91	77	49	63	12
Institutions **not operating** study abroad programs	9	23	51	47	88

TABLE 12—Percentage of Institutions Operating Study Abroad Programs, by Geographic Area

Area	Percentage[a] of Institutions (N = 824)	Area	Percentage[a] of Institutions (N = 824)
a. England	67%	h. Latin America (other than Mexico, Brazil)	23%
b. France	56	i. Israel	16
c. Spain	49	j. USSR	15
d. Western Europe (other than England, France, Spain, West Germany)	46	k. Eastern Europe (other than USSR)	12
e. West Germany	37	l. Africa	9
f. Mexico	36	m. Brazil	8
g. East Asia (China, Japan, Korea)	31	n. South Asia	7
		o. Mideast (other than Israel)	6

[a]Institutions operating programs in the areas indicated as a percentage of only those operating at least one study abroad program.

TABLE 13—Financial Status of Study Abroad Programs by Type of Institution

Status	Percentage of—				
	Research Universities (N = 146)	Comprehensive Universities (N = 316)	Baccalaureate Colleges (N = 362)	4-year Institutions (N = 824)	2-year Institutions (N = 156)
All institutions with study abroad programs	100%	100%	100%	100%	100%
Program usually breaks even	62	75	61	66	65
Program usually shows a surplus	10	3	9	7	15
Program is usually subsidized	28	22	30	27	20

TABLE 14—Percentage of Institutions with Students Who Had Studied Abroad

Percentage of Students Who Had Studied Abroad	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions with—					
—no students with study abroad experience	2	1	6	4	50
—Less than 10% had studied abroad	88	72	67	71	43
—10–25 percent had studied abroad	11	18	17	16	0
—More than 25 percent had studied abroad	0	6	9	7	0
No response	0	4	2	2	8

Note: Ranges in the "Percentage of Students" column show those students who had studied abroad at some time during their undergraduate studies as a percentage of students who completed their studies in the last five years. Included are institutions that did not operate study abroad programs. Detail may not sum to totals because of rounding.

TABLE 15—Percentage of Institutions with Subscriptions to Foreign Newspapers and/or Periodicals, by Type of Institution

Number of Subscriptions	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
a. None	0	2	6	4	32
b. Less than 25	14	47	50	44	56
c. 25–50	12	11	18	15	1
d. 51–100	5	9	5	6	0
e. More than 100	67	25	6	20	1
f. No response	2	6	15	11	11

TABLE 16—Percentage of Institutions Participating in Consortia That Cover International Programs, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions with consortia	55	56	46	50	12
Institutions without consortia	45	44	54	50	88

TABLE 17—Percentage of Institutions with Consortial Arrangements That Cover International Programs, by Type of Arrangement and Institution

	Percentage[a] of—				
Type of Arrangement	Research Universities (N = 88)	Comprehensive Universities (N = 230)	Baccalaureate Colleges (N = 342)	4-year Institutions (N = 660)	2-year Institutions (N = 163)
a. Conducting study abroad programs	84%	85%	90%	88%	77%
b. Teaching foreign languages	34	56	39	44	20
c. Teaching other international studies courses	35	44	41	36	22
d. Faculty appointments in international studies	26	21	13	17	3
e. International technical assistance	45	0	8	13	18
f. Maintaining a library collection for international studies	16	8	11	11	9
g. Acquiring foreign books and periodicals	18	6	3	6	0
h. Other	3	13	7	8	23

[a]Institutions participating in the arrangement indicated, as a percentage of only those institutions with consortial arrangements that cover international activities.

TABLE 18—Percentage of Institutions with Formal Relationships between Local Business and the Institution's Foreign Language and/or International Studies Undergraduate Programs

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions **with** business/college international relations	25	20	7	13	8
Institutions **without** business/college international relations	75	80	93	87	92

TABLE 19—Percentage of Institutions That Received Contracts and/or Grants for International Studies, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions reporting a grant/contract for international studies from at least one source	76	68	31	48	10
Institutions reporting no grants/contracts for international studies	24	32	69	52	90

TABLE 20—Percentage of Institutions That Received Grants and/or Contracts for International Studies, by Source Agency and Type of Institution

	Percentage[a] of—				
Source	Research Universities (N = 122)	Comprehensive Universities (N = 276)	Baccalaureate Colleges (N = 232)	4-year Institutions (N = 630)	2-year Institutions (N = 127)
a. Agency for International Development (AID)	54%	15%	2%	18%	19%
b. National Endowment for the Humanities (NEH)	43	25	22	27	31
c. U.S. Department of Education	50	32	23	32	13
d. U.S. Department of State/U.S. Information Agency (USIA)	52	19	2	19	6
e. U.S. Department of Defense	28	9	2	10	6
f. Other federal agency	41	17	2	16	6
g. State government	26	44	4	26	11
h. Local government	4	5	2	3	6
i. Religious organization	8	3	20	10	6
j. Private foundation	69	38	38	44	18
k. Business firm	34	27	10	22	14
l. Individual donor	48	37	41	41	2
m. Other; specify	17	13	10	13	26

[a]Shows institutions that reported having received grants/contracts for international studies from the agency indicated during academic years 1982–83 through 1986–87, as a percentage of only those institutions that had reported receiving at least one grant/contract during the period.

TABLE 21—Percentage of Institutions with Administrators for Internationally Oriented Activities, by Type of Institution

	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All institutions	100%	100%	100%	100%	100%
Institutions with an administrator[a] for international activities	92	93	77	84	38
Institutions without an administrator[a] of international activities	8	7	23	16	62

[a]Specially designated administrator who is responsible for at least one of six selected international activities.

TABLE 22—Percentage of Institutions with International Activities Administrators, by Type of Activity and Institution

	Percentage[a] of—				
Type of Activity	Research Universities (N = 149)	Comprehensive Universities (N = 381)	Baccalaureate Colleges (N = 567)	4-year Institutions (N = 1097)	2-year Institutions (N = 501)
a. Foreign student services (undergraduate)	94%	93%	75%	84%	77%
b. Study abroad programs	88	72	70	73	22
c. All foreign language instruction	51	69	51	57	64
d. Institutional linkages abroad	62	60	40	50	17
e. General international studies curriculum	42	47	29	37	14
f. Overall coordination of all international activities, including curriculum	38	40	30	34	41

[a]Percentage of institutions with a specially designated administrator, budgeted full- or part-time, who is responsible for the activity listed. The base used in calculating the percentages is the number of institutions that have a specially designated administrator for at least one of the activities listed. Thus, of the 149 universities that have a specially designated administrator for at least one of the listed activities, 94 percent have such a person charged with foreign student services.

TABLE 23—Percentage of Institutions with International Activities Administrators, by Full- and Part-time Status, Type of Activity and Type of Institution

	Percentage of—									
	Research Universities		Comprehensive Universities		Baccalaureate Colleges		4-year Institutions		2-year Institutions	
Type of Activity	Full-time	Part time	Full-time	Part time	Full-time	Part time	Full-time	Part time	Full-time	Part time
a. Foreign student services (undergraduate)	81%	19%	39%	61%	8%	92%	31%	69%	18%	82%
b. Study abroad programs	60	40	18	82	13	87	22	78	21	79
c. All foreign language instruction	86	14	66	34	47	53	60	40	57	43
d. Institutional linkages abroad	54	46	23	77	6	94	21	79	15	85
e. General international studies curriculum	48	52	30	70	12	88	25	75	22	78
f. Overall coordination of all international activities including curriculum	75	25	27	73	25	75	33	67	44	56

TABLE 24—Percentage of Institutions Reporting Increases in International Activities, by Type of Activity and Institution, 1982–83—1986–87

Activity	Percentage of— Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
Foreign language requirements					
a. for admission to undergraduate programs	10%	7%	8%	8%	0%
b. for baccalaureate degrees	26	9	17	16	2
Number of					
c. non-Western languages taught	60	40	28	36	13
d. international courses offered	60	61	53	56	13
e. international majors offered	24	30	18	23	3
f. international minors offered	30	23	22	23	0
g. regularly enrolled foreign students	59	56	39	47	18
h. foreign nationals—not regularly enrolled—who are receiving technical training	28	13	3	9	5
i. contracts for technical assistance service abroad	29	4	3	7	2
j. new faculty hired who have international expertise	56	55	55	55	10
k. short term foreign visitors, lecturers, etc.	66	55	37	46	10
Opportunities for:					
l. students to study abroad	78	72	59	65	13
m. faculty to travel abroad	62	58	48	53	13
n. integration of international materials into regular courses	54	53	45	49	17
o. size of the international collection in the library	75	61	46	54	10
p. formal linkages with institutions abroad	79	62	26	44	8

TABLE 25—Opinions of Senior Officials of the Importance of the Acquisition of a Knowledge and Understanding of International Affairs

Degree of Importance	Percentage of— Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All opinions	100%	100%	100%	100%	100%
a. Very and moderately important (Subtotal)	(72)	(84)	(91)	(87)	(75)
b. Very important	62	61	73	68	46
c. Moderately important	10	23	18	19	29
d. Somewhat important	2	1	3	2	14
e. Not important	0	0	0	0	2
f. No opinion/no response	26	15	6	11	9

TABLE 26—Percentage of Academic Leaders Who Consider Selected Educational Outcomes More Important than International Affairs

Educational Outcomes	Percentage of Respondents from—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
In comparison to the promotion of international knowledge and understanding—					
a. ability to use English well is more important	51%	69%	60%	62%	74%
b. acquiring basic skills in mathematics is more important	38	50	35	40	51
c. knowledge of American history is more important	24	39	33	34	25
d. an understanding of the Western heritage is more important	17	26	34	29	6
e. familiarity with natural sciences is more important	21	34	26	28	24
f. computer literacy is more important	11	13	13	13	24
g. preparation for a job is more important	14	13	12	13	50
h. an understanding of economics is more important	4	14	9	10	17
i. knowledge of a foreign language is more important	7	11	8	9	4

TABLE 27—Percentage of Academic Leaders Who Consider Selected Educational Outcomes Equally or More Important than International Affairs

Educational Outcomes	Percentage of Respondents from—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
In comparison to the promotion of international knowledge and understanding—					
a. knowledge of American history is more or equally important	67%	82%	92%	86%	87%
b. an understanding of the Western heritage is more or equally important	71	80	89	84	78
c. ability to use English well is more or equally important	72	83	86	83	89
d. familiarity with natural sciences is more or equally important	71	81	81	80	75
e. acquiring basic skills in mathematics is more or equally important	72	83	79	79	84
f. knowledge of a foreign language is more or equally important	61	64	71	68	59
g. an understanding of economics is more or equally important	47	62	63	61	80
h. computer literacy is more or equally important	41	51	51	50	71
i. preparation for a job is more or equally important	40	54	48	49	82

TABLE 28—Proposed Distribution of Additional Funds for International Studies, by Purpose and Type of Institution (Percentage Distribution)

Purpose	Percentage of Funds at—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
All purposes	100%	100%	100%	100%	100%
Faculty-related subtotal	(42)	(38)	(48)	(43)	(43)
a. Hire faculty with special international expertise	22	19	23	21	22
b. Hire additional faculty for foreign language instruction	9	10	13	11	11
c. Provide support for faculty to work abroad	11	9	12	11	10
Student-related subtotal	(19)	(20)	(19)	(20)	(17)
d. Expand study abroad opportunities	15	12	12	13	11
e. Increase the number of foreign students enrolled	4	8	7	7	6
Curriculum-related subtotal	(22)	(26)	(22)	(22)	(22)
f. Develop new internationally-oriented courses	9	13	8	9	8
g. Sponsor international conferences, lectures, etc.	8	5	7	6	7
h. Increase library's international collection	5	8	7	7	7
Administration subtotal	(17)	(16)	(12)	(15)	(19)
i. Hire staff to build an administrative organization for international education	10	9	6	8	7
j. Increase the number of institutions with which the institution has linkages	5	5	4	5	6
k. Increase technical assistance activities	2	2	2	2	6

Note: Detail may not sum to totals because of rounding. Figures show the percentage distribution of funds according to allocations indicated by respondents. Thus, of the imaginery $16.1 million that universities would have had (161 universities × $100,000), respondents allocated $6.8 million (42 percent) of it to faculty-related activities, $3.1 million (19 percent) to student-related activities, etc.

TABLE 29—Percentage of Institutions at Which Additional Funds Would Be Allocated to Selected International Studies Purposes, by Type of Institution and Purpose

Purpose	Percentage of—				
	Research Universities (N = 161)	Comprehensive Universities (N = 408)	Baccalaureate Colleges (N = 739)	All 4-year Institutions (N = 1308)	2-year Institutions (N = 1311)
Faculty related purposes					
a. Hire faculty with special international expertise	58%	60%	69%	65%	77%
b. Hire additional faculty for foreign language instruction	33	28	50	41	58
c. Provide support for faculty to work abroad	50	63	69	65	54
Student-related purposes					
d. Expand study abroad opportunities	68	66	68	67	63
e. Increase the number of foreign students enrolled	28	51	54	50	54
Curriculum-related purposes					
f. Develop new internationally-oriented courses	60	70	71	69	70
g. Sponsor international conferences, lectures, etc.	58	51	58	56	58
h. Increase library's international collection	46	64	58	59	76
Administration purposes					
i. Hire staff to build an administrative organization for international education	37	36	34	35	44
j. Increase the number of institutions with which the institution has linkages	37	45	40	41	38
k. Increase technical assistance activities	14	20	14	16	45

Note: Percentages are not additive. They indicate the frequency with which respondents identified a purpose as one to which they would allocate some funds. A respondent could choose to allocate all the funds to only one purpose or distribute the funds among any or all of the purposes.

APPENDIX A: SURVEY QUESTIONNAIRE

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

June 30, 1987

Dear Higher Education Panel Representative:

Attached is Higher Education Panel (HEP) Survey No. 76, Survey of Undergraduate International Studies, 1986-87, part of a national A.C.E. study under the general direction of Dr. Richard D. Lambert and funded by grants from The Pew Charitable Trusts, the Ford Foundation, and the Exxon Education Foundation.

Questions have been raised by both faculty and administrators about foreign language requirements for admission and graduation, awareness of other cultures, opportunities for study abroad, and the on-campus organization of all internationally-oriented activities. This survey is designed to address several of those matters.

Two questionnaires are enclosed.

> The first one, for data describing your campus' policies and activities, may be most appropriately completed by a coordinator of international programs, if such exists on your campus, or by someone familiar with your curricular offerings and requirements.
>
> The second form (ivory-colored) seeks opinions and should be completed by your president/chancellor or, if that is impossible, by your campus' chief academic officer.

As with all HEP surveys, the data provided will be reported in summary fashion only and will not be identified with your institution.

Please return the completed questionnaires to us by the **end of July** in the enclosed prepaid, addressed envelope. Your prompt response is needed to help make the results comprehensive, reliable, and timely. If you have any problems or questions, please telephone us collect at (202) 939-9445. Thank you for your assistance.

Sincerely yours,

Elaine El-Khawas

Elaine El-Khawas
Vice President for
Policy Analysis and Research

Encl.

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9445

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 76

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES, 1986–87

Baccalaureate-Granting Institutions

For the purposes of this study, international studies is defined to include:

1. Foreign language instruction
2. Internationally-oriented courses, majors, minors, certificate programs, e.g., a course on Third World development, a concentration in area studies, a major in international relations.
3. Study abroad programs
4. Foreign students and visitors
5. International holdings in the library
6. Formal linkages with institutions abroad.

This questionnaire is directed at your **undergraduate** programs and offerings only.

When numbers of students, faculty, or funds are requested, please provide your best **estimate** if actual counts are not readily available.

---

1. **Admissions Requirements.** a. For 1986–87, did you have a foreign language **admission requirement** for entering freshmen? Do not consider "English as a second language" as a foreign language requirement.

(1) No ☐ If No, go to question 2.

(2) Yes, for **all** freshmen ☐

(3) Yes, but only for **some** freshmen; specify which. ☐ } If Yes, answer question 1b.

_____

1b. What were your admissions requirements?

(1) 1 year high school instruction ☐ 1

(2) 2 years high school instruction ☐ 2

(3) Competence test ☐ 3

(4) Other; specify. ☐ 4

_____

Go to question 2.

---

2. **Degree Requirements.** a. For 1986–87, did you have foreign language requirements for the completion of a **bachelor's degree**?

(1) No language requirement ☐ Go to question 3.

(2) Yes, for **all bachelor's** ☐ Go to question 2b.

(3) Yes, for **some** bachelor's ☐ Go to question 2c.

2b. What were your foreign language requirements for **all bachelor's** degrees?

(1) 1–2 semester equivalents ☐ 1

(2) 3 or more semester equivalents ☐ 2

(3) Competence test. (Check only if a test is **required** for the baccalaureate; do not check if it is used only as an option in lieu of instruction.) ☐ 3

(4) Other; specify. ☐ 4

_____

Go to question 3.

2c. What were your foreign language requirements for completing a bachelor's degree in the following majors? Circle the appropriate numbers. Circle all that apply.

	No Major	No Requirement	1–2 Semester Equivalents	3 or more Semester Equivalents	Competence* Test	Other Language Requirement
(1) Humanities	0	1	2	3	4	_____
(2) Natural sciences	0	1	2	3	4	_____
(3) Social sciences	0	1	2	3	4	_____
(4) Education	0	1	2	3	4	_____
(5) Computer science	0	1	2	3	4	_____
(6) Business (undergraduate)	0	1	2	3	4	_____
(7) Engineering	0	1	2	3	4	_____
(8) Health sciences	0	1	2	3	4	_____

*Circle only if a competence test is **required** for the baccalaureate; do not circle if it is used only as an option in lieu of instruction.

Please continue on the next page.

3. Indicate the international specialities in which your institution offers an **undergraduate major** and/or **minor**, the number of completions in 1986–87, and whether there is a language requirement for the area's language(s). Please estimate, if necessary.

International specialty	Majors: Offered? No	Majors: Offered? Yes	Majors: No. Completed 1986–87	Area Language required? No	Area Language required? Yes	Minors: Offered? No	Minors: Offered? Yes	Minors: No. Completed 1986–87
a. Africa	1	2	_____	1	2	1	2	_____
b. Middle East	1	2	_____	1	2	1	2	_____
c. East Asia (Chinas, Korea, Japan)	1	2	_____	1	2	1	2	_____
d. Southeast Asia (Burma to Philippines)	1	2	_____	1	2	1	2	_____
e. South Asia (Pakistan, India, etc.)	1	2	_____	1	2	1	2	_____
f. All of Asia, and/or the Pacific Rim	1	2	_____	1	2	1	2	_____
g. Latin America	1	2	_____	1	2	1	2	_____
h. Non-Western, Third World, etc.	1	2	_____	1	2	1	2	_____
i. Eastern Europe	1	2	_____	1	2	1	2	_____
j. Western Europe	1	2	_____	1	2	1	2	_____
k. All of Europe	1	2	_____	1	2	1	2	_____
l. International relations and international studies, general	1	2	_____	1	2	1	2	_____
m. Comparative studies	1	2	_____	1	2	1	2	_____
n. Other; specify. _____	1	2	_____	1	2	1	2	_____

4. Does your **General Education** curriculum for arts and sciences students **require** any of the courses listed below?

	No	Yes
a. Western history or civilization	1	2
b. World history, civilization, or comparative culture	1	2
c. Non-Western history, civilization or culture	1	2
d. Other "international" courses. Specify. _____	1	2
e. Distribution requirement that has a specifically international focus	1	2
f. Distribution requirement that includes some international courses	1	2
g. Study abroad	1	2

5. How many newspapers and periodicals that are published abroad does your library subscribe to? Check the appropriate box.

- a. None ☐ 0
- b. Less than 25 ☐ 1
- c. 25–50 ☐ 2
- d. 51–100 ☐ 3
- e. More than 100 ☐ 4

6. Does your institution have **consortial arrangements** with other postsecondary institutions that cover international programs?

- No ☐ Go to question 7.
- Yes ☐

If Yes, indicate the type of consortial arrangement by checking the appropriate boxes.

- a. Teaching foreign languages ☐ 1
- b. Teaching other international studies courses ☐ 2
- c. Faculty appointments in international studies ☐ 3
- d. Conducting study abroad programs ☐ 4
- e. Acquiring foreign books and periodicals (other than normal interlibrary loan activity) ☐ 5
- f. Maintaining a library collection for international studies other than OCLC (Online Computer Library Center) or RLG (Research Library Group) memberships ☐ 6
- g. International technical assistance ☐ 7
- h. Other; specify. _____
- i. Name of Consortium: _____

Please continue on next page.

7. **Study abroad.** Does your institution **operate** a study abroad and/or overseas internship program for which it gives academic credit?

No ☐ If no, go to question 9.
Yes ☐

If Yes, indicate the areas in which the program is operated and whether it is for the summer session, a term, (semester, quarter, etc.) or the full academic year. Circle all that apply.

Area	Summer Session	Term	Academic Year
a. England	1	2	3
b. France	1	2	3
c. West Germany	1	2	3
d. Spain	1	2	3
e. Other Western Europe	1	2	3
f. U.S.S.R.	1	2	3
g. Other Eastern Europe	1	2	3
h. Mexico	1	2	3
i. Brazil	1	2	3
j. Other Latin America	1	2	3
k. Israel	1	2	3
l. Other Mideast	1	2	3
m. Africa	1	2	3
n. East Asia (Chinas, Japan, Korea)	1	2	3
o. South Asia (India, Pakistan)	1	2	3

Note: If you have any brochures describing these study abroad programs and any reports showing the number of participants by country and field of study, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle,
Washington, DC 20036

8. Which of the following statements best describes the financial status of your study abroad program in the past five years?

a. The study abroad program usually breaks even. ☐ 1
b. It usually shows a surplus. ☐ 2
c. It is usually subsidized. ☐ 3
The annual subsidy is approximately $_____

9. What percentage (approximate) of the students who earned baccalaureates from your institution in the past five years studied abroad at some time during their undergraduate studies? Check the appropriate box.

a. None ☐ 0
b. Less than 10% ☐ 1
c. 10–25% ☐ 2
d. 26–50% ☐ 3
e. More than 50% ☐ 4

10. Are there any formal relationships between local business and your **undergraduate** foreign language and/or international studies programs, e.g., translation services, short courses or orientation for trade delegations co-op placements?

No ☐ Yes ☐

Note: If there are readily available brochures or materials describing these relationships, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

11. During the past 5 years (AY 1982/83–1986/87), has your institution received any grants or contracts for international studies from any of the agencies listed below? Include foreign language grants/contracts.

Source	No	Yes
a. Agency for International Development (AID)	1	2
b. National Endowment for the Humanities (NEH)	1	2
c. U.S. Department of Education	1	2
d. U.S. Department of State/U.S. Information Agency (USIA)	1	2
e. U.S. Department of Defense	1	2
f. Other federal agency	1	2
g. State government	1	2
h. Local government	1	2
i. Religious organization	1	2
j. Private foundation	1	2
k. Business firm	1	2
l. Individual donor	1	2
m. Other; specify. _____	1	2

NOTE: If there is readily available a listing of the specific grants and/or contracts, their purpose, duration, source, and amount, please send it under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

Please continue on next page.

12. Has your institution increased the following international activities and resources over the past five years (AY 1982/3–1986/7)? If your institution does not now have an item on the list, circle 0.

	None	In past 5 years— No Increase	Increase
Foreign language requirements			
a. for admission to undergraduate programs	0	1	2
b. for baccalaureate degrees	0	1	2
Number of			
c. non-Western languages taught	0	1	2
d. international courses offered	0	1	2
e. international majors offered	0	1	2
f. international minors offered	0	1	2
g. regularly enrolled foreign students	0	1	2
h. foreign nationals—not regularly enrolled —who are receiving technical training*	0	1	2
i. contracts for technical assistance service abroad*	0	1	2
j. new faculty hired who have international expertise	0	1	2
k. short term foreign visitors, lecturers, etc.	0	1	2
Opportunities for:			
l. students to study abroad	0	1	2
m. faculty to travel abroad	0	1	2
n. Integration of international materials into regular courses	0	1	2
o. Size of the international collection in your library	0	1	2
p. Formal linkages with institutions abroad*	0	1	2

*NOTE: If you have any brochures or reports describing these programs, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

13. Indicate whether your institution has a **specially designated administrator** who is responsible for the international activities listed, and whether that person is budgeted full- or part-time to the international activities. Circle the appropriate number.

	No Administrator	Part-time	Full-time
a. Study abroad programs	0	1	2
b. Foreign student services (undergraduate)	0	1	2
c. Institutional linkages abroad	0	1	2
d. All foreign language instruction	0	1	2
e. General international studies curriculum	0	1	2
f. Overall coordination of all international education activities, **including** curriculum	0	1	2

14. What is the **undergraduate** student/faculty ratio at your institution in terms of full-time-equivalents (FTE)? Please give a rough estimate if a precise figure is not readily available.

_____ to 1

15. What percentage of the students completing a baccalaureate at your institution go on within 5 years to enroll for graduate or other postbaccalaureate study?

None	☐ 0
Less than 10%	☐ 1
10–25%	☐ 2
26–50%	☐ 3
More than 50%	☐ 4

Thank you for your cooperation.
Please return this form by July 31, 1987 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 76

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES, 1986–87

Two-Year Institutions

For the purposes of this study, international studies is defined to include:

1. Foreign language instruction
2. Internationally-oriented courses, majors, minors, certificate programs, e.g., a course on Third World development, a concentration in area studies, a major in international relations.
3. Study abroad programs
4. Foreign students and visitors
5. International holdings in the library
6. Formal linkages with institutions abroad.

When numbers of students, faculty, or funds are requested, please provide your best **estimate** if actual counts are not readily available.

---

1. **Admissions Requirements.** a. For 1986–87, did you have a foreign language **admission requirement** for entering freshmen? Do not consider "English as a second language" as a foreign language requirement.

(1) No ☐ If No, go to question 2.

(2) Yes, for **all** freshmen ☐

(3) Yes, but only for **some** freshmen; specify which. ☐ } If Yes, answer question 1b.

_____

1b. What were your admissions requirements? Check all that apply.

(1) 1 year high school instruction ☐ 1

(2) 2 years high school instruction ☐ 2

(3) Competence test ☐ 3

(4) Other; specify. ☐ 4

_____

Go to question 2.

---

2. **Degree Requirements.** a. For 1986–87, did you have foreign language requirements for the completion of an **associate degree** or **other formal award**?

(1) No language requirement ☐ Go to question 3.

(2) Yes, for **all associate degrees** ☐ Go to question 2b.

(3) Yes, for **some** associate degrees or other formal awards ☐ Go to question 2c.

2b. What were your foreign language requirements for **all associate degrees**? Check all that apply.

(1) 1–2 semester equivalents ☐ 1

(2) 3 or more semester equivalents ☐ 2

(3) Competence test. (Check only if a test is **required** for degree/award completions; do not check if it is used only as an option in lieu of instruction.) ☐ 3

(4) Other; specify. ☐ 4

_____

Go to question 3.

2c. What were your foreign language requirements for completing an associate degree or other formal award in the following majors/curriculums? Circle the appropriate numbers. Circle all that apply.

	No Major	No Requirement	1–2 Semester Equivalents	3 or more Semester Equivalents	Competence* Test	Other Language Requirement
(1) Arts and sciences or general programs	9	0	1	2	3	_____
(2) Data processing	9	0	1	2	3	_____
(3) Business	9	0	1	2	3	_____
(4) Engineering technology	9	0	1	2	3	_____
(5) Health sciences	9	0	1	2	3	_____

*Circle only if a competence test is **required** for degree/award completions; do not circle if it is used only as an option in lieu of instruction.

Please continue on the next page.

3. Indicate the international specialities in which your institution offers a **major** or **concentration**, the number of degrees/certificates awarded in 1986–87, and whether there is a foreign language requirement. Please estimate, if necessary.

International specialty	Majors/Concentrations Offered? No	Yes	No. Completed 1986–87	Language Requirement? No	Yes
a. Africa	1	2	_____	1	2
b. Middle East	1	2	_____	1	2
c. East Asia (Chinas, Korea, Japan)	1	2	_____	1	2
d. Southeast Asia (Burma to Philippines)	1	2	_____	1	2
e. South Asia (Pakistan, India, etc.)	1	2	_____	1	2
f. All of Asia, and/or the Pacific Rim	1	2	_____	1	2
g. Latin America	1	2	_____	1	2
h. Non-Western, Third World, etc.	1	2	_____	1	2
i. Eastern Europe	1	2	_____	1	2
j. Western Europe	1	2	_____	1	2
k. All of Europe	1	2	_____	1	2
l. International relations and international studies, general	1	2	_____	1	2
m. Comparative studies	1	2	_____	1	2
n. International trade/business	1	2	_____	1	2
o. Other; specify. _____	1	2	_____	1	2

4. Does your **General Education** curriculum for arts and sciences students **require** any of the courses listed below?

	No	Yes
a. Western history or civilization	1	2
b. World history, civilization, or comparative culture	1	2
c. Non-Western history, civilization or culture	1	2
d. Other "international" courses. Specify. _____	1	2
e. Distribution requirement that has a specifically international focus	1	2
f. Distribution requirement that includes some international courses	1	2
g. Study abroad	1	2

5. How many newspapers and periodicals that are published abroad does your library subscribe to? Check the appropriate box.

- a. None ☐ 0
- b. Less than 25 ☐ 1
- c. 25–50 ☐ 2
- d. 51–100 ☐ 3
- e. More than 100 ☐ 4

6. Does your institution have **consortial arrangements** with other postsecondary institutions that cover international programs?

- No ☐ Go to question 7.
- Yes ☐

If Yes, indicate the type of consortial arrangement by checking the appropriate boxes.

- a. Teaching foreign languages ☐ 1
- b. Teaching other international studies courses ☐ 2
- c. Faculty appointments in international studies ☐ 3
- d. Conducting study abroad programs ☐ 4
- e. Acquiring foreign books and periodicals (other than normal interlibrary loan activity) ☐ 5
- f. Maintaining a library collection for international studies other than OCLC (Online Computer Library Center) or RLG (Research Library Group) memberships ☐ 6
- g. International technical assistance ☐ 7
- h. Other; specify. _____
- i. Name of Consortium: _____

Please continue on next page.

7. **Study abroad.** Does your institution **operate** a study abroad and/or overseas internship program for which it gives academic credit?

No ☐ Go to question 9.
Yes ☐

If Yes, indicate the areas in which the program is operated and whether it is for the summer session, a term, (semester, quarter, etc.) or the full academic year. Circle all that apply.

Area	Summer Session	Term	Academic Year
a. England	1	2	3
b. France	1	2	3
c. West Germany	1	2	3
d. Spain	1	2	3
e. Other Western Europe	1	2	3
f. U.S.S.R.	1	2	3
g. Other Eastern Europe	1	2	3
h. Mexico	1	2	3
i. Brazil	1	2	3
j. Other Latin America	1	2	3
k. Israel	1	2	3
l. Other Mideast	1	2	3
m. Africa	1	2	3
n. East Asia (Chinas, Japan, Korea)	1	2	3
o. South Asia (India, Pakistan)	1	2	3

Note: If you have any brochures describing these study abroad programs and any reports showing the number of participants by country and field of study, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle,
Washington, DC 20036

8. Which of the following statements best describes the financial status of your study abroad program in the past five years?

a. The study abroad program usually breaks even. ☐ 1
b. It usually shows a surplus. ☐ 2
c. It is usually subsidized. ☐ 3
The annual subsidy is approximately $_____

9. What percentage (approximate) of the students who earned associate degrees or other formal awards from your institution in the past five years studied abroad at some time during their undergraduate studies? Check the appropriate box.

a. None ☐ 0
b. Less than 10% ☐ 1
c. 10–25% ☐ 2
d. 26–50% ☐ 3
e. More than 50% ☐ 4

10. Are there any formal relationships between local business and your foreign language and/or international studies programs, e.g., translation services, short courses or orientation for trade delegations co-op placements?

No ☐ Yes ☐

Note: If there are readily available brochures or materials describing these relationships, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

11. During the past 5 years (AY 1982/83–1986/87), has your institution received any grants or contracts for international studies from any of the agencies listed below? Include foreign language grants/contracts.

Source	No	Yes
a. Agency for International Development (AID)	1	2
b. National Endowment for the Humanities (NEH)	1	2
c. U.S. Department of Education	1	2
d. U.S. Department of State/U.S. Information Agency (USIA)	1	2
e. U.S. Department of Defense	1	2
f. Other federal agency	1	2
g. State government	1	2
h. Local government	1	2
i. Religious organization	1	2
j. Private foundation	1	2
k. Business firm	1	2
l. Individual donor	1	2
m. Other; specify. _____	1	2

Note: If there is readily available a listing of the specific grants and/or contracts, their purpose, duration, source, and amount, please send it under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

Please continue on next page.

12. Has your institution increased the following international activities and resources over the past five years (AY 1982/3–1986/7)? If your institution does not now have an item on the list, circle 0.

	In past 5 years—		
	None	No Increase	Increase
Foreign language requirements			
a. for admission	0	1	2
b. for associate degrees	0	1	2
Number of			
c. non-Western languages taught	0	1	2
d. international courses offered	0	1	2
e. international majors offered	0	1	2
f. international minors offered	0	1	2
g. regularly enrolled foreign students	0	1	2
h. foreign nationals—not regularly enrolled —who are receiving technical training*	0	1	2
i. contracts for technical assistance service abroad*	0	1	2
j. new faculty hired who have international expertise	0	1	2
k. short term foreign visitors, lecturers, etc.	0	1	2
Opportunities for:			
l. students to study abroad	0	1	2
m. faculty to travel abroad	0	1	2
n. Integration of international materials into regular courses	0	1	2
o. Size of the international collection in your library	0	1	2
p. Formal linkages with institutions abroad*	0	1	2

***Note:** If you have any brochures or reports describing these programs, please send them under separate cover to:

HEP Survey 76, American Council on Education
One Dupont Circle
Washington, DC 20036

13. Indicate whether your institution has a **specially designated administrator** who is responsible for the international activities listed, and whether that person is budgeted full- or part-time to the international activities. Circle the appropriate number.

	No Administrator	Part-time	Full-time
a. Study abroad programs	0	1	2
b. Foreign student services	0	1	2
c. Institutional linkages abroad	0	1	2
d. All foreign language instruction	0	1	2
e. General international studies curriculum	0	1	2
f. Overall coordination of all international education activities, **including** curriculum	0	1	2

14. What is the student/faculty ratio at your institution in terms of full-time-equivalents (FTE)? Please give a rough estimate if a precise figure is not readily available.

_____ to 1

15. What percentage of those completing a two-year program at your institution go on within 5 years to enroll at a 4-year institution?

- None ☐ 0
- Less than 10% ☐ 1
- 10–25% ☐ 2
- 26–50% ☐ 3
- More than 50% ☐ 4

Thank you for your cooperation.
Please return this form by July 31, 1987 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey Number 76

SURVEY OF UNDERGRADUATE INTERNATIONAL STUDIES

Questionnaire for Presidents/Chief Academic Officers

1. How important to the education of your students do you think the acquisition of a knowledge and understanding of international affairs is?

a. Very important	☐ 4	e. Not important	☐ 1
b. Moderately important	☐ 3	f. No opinion	☐ 0
c. Somewhat important	☐ 2		

2. Indicate how important you think the promotion of international knowledge and understanding is compared to the other educational objectives listed below. Circle the number of the response option closest to your opinion.

In comparison to the promotion of international knowledge and understanding—

a.	acquiring basic skills in mathematics is—	3. more important. 2. equally important. 1. less important.
b.	the ability to use English well is—	3. more important. 2. equally important. 1. less important.
c.	familiarity with natural sciences is—	3. more important. 2. equally important. 1. less important.
d.	computer literacy is—	3. more important. 2. equally important. 1. less important.
e.	knowledge of a foreign language is—	3. more important. 2. equally important. 1. less important.
f.	knowledge of American history is—	3. more important. 2. equally important. 1. less important.
g.	an understanding of economics is—	3. more important. 2. equally important. 1. less important.
h.	an understanding of the Western heritage is—	3. more important. 2. equally important. 1. less important.
i.	preparation for a job is—	3. more important. 2. equally important. 1. less important.

Please continue on the reverse side

3. If your institution were given a long-term commitment of an additional $100,000 per year to support international studies specifically, indicate your priorities for the activities listed below by allocating the total among them. Make sure the sum of your allocations totals $100,000.

Item		Amount
1.	Hire faculty with special international expertise	$ _____
2.	Hire additional faculty for foreign language instruction	_____
3.	Hire staff to build an administrative organization for international education	_____
4.	Provide support for faculty to work abroad	_____
5.	Develop new internationally-oriented courses	_____
6.	Sponsor international conferences, lectures, etc.	_____
7.	Increase the number of foreign students enrolled	_____
8.	Expand study abroad opportunities	_____
9.	Increase library's international collection	_____
10.	Increase number of foreign institutions with which this institution has linkages	_____
11.	Increase technical assistance activities	_____
	Total	$ 100,000

4. If you have any general comments on what should be done to improve international studies at the undergraduate level, please provide them here.

_____

_____

_____

_____

_____

Thank you for your cooperation.
Please return this form by July 31, 1987 to:

Higher Education Panel
American Council on Education
One Dupont Circle Suite 829
Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone ( ) _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

APPENDIX B: TECHNICAL NOTES

The Higher Education Panel (HEP) forms the basis of an ongoing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct specialized surveys on topics of current policy interest to the higher education community.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 colleges and universities listed in the *Education Directory, Colleges and Universities* published by the U.S. Department of Education's Center for Education Statistics. The Panel's stratification design is based primarily upon institution type, control, and size. For any given survey, either the entire Panel, a half-sample, or an appropriate sub-group is used.

The survey mechanism relies on a network of campus representatives at institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus official for response.

The sample for this study consisted of 541 institutions. From one half-sample the graduate-only institutions were removed, along with all of the "specialized" institutions—separately organized colleges of medicine, law, business, health sciences, fine arts, etc. To the remaining institutions in the half-sample were added the baccalaureate colleges of the other half-sample so that type of institution was especially well represented.

Three questionnaires were prepared (see Appendix A). A "data questionnaire" for four-year colleges and universities, a "data questionnaire" for two-year colleges, and an "opinion questionnaire" for all institutional presidents or chief academic officers. Most of the questions on the two "data questionnaires" were the same, relating to study abroad programs, specially designated administrators of international activities, recent changes, consortia, grants, contracts, and relations with local businesses. The questions that differed between the two-year and four-year institutions dealt with degree requirements and program offerings. Only one version of the "opinion questionnaire" was prepared. It was to be completed by presidents or academic officers of two- and four-year institutions alike.

Questionnaires—one "data questionnaire" and one "opinion questionnaire"—were mailed to each member of the sample on June 30, 1987. After mail and telephone follow-ups, 398 usable "data questionnaires" and 386 usable "opinion questionnaires" were received resulting in response rates of 74 percent and 71 percent, respectively.

Data from the responding institutions were weighted and adjusted for item and institutional nonresponse within each of the cells in the stratification design shown in Table B-1. Institutional weights were then applied to make the Panel data representative of the national population of 2,619 institutions.

Table B-2 compares survey respondents and nonrespondents on several variables. Response rates were greater than average among public four-year institutions—both universities and colleges. They were below average at two-year institutions, both public and private.

TABLE B-1—Stratification Design

Cell	Type of Institution	Enrollment	Population	Respondents[a]	
				Data	Opinion
	Total		2,619	398	386
1	Large public doctorate-granting	[b]	103	45	43
2	Large private doctorate-granting	[b]	58	21	17
3	Large public comprehensive	[b]	92	38	39
4	Large private comprehensive	[b]	26	11	10
7	Large public two-year	[b]	43	13	12
8	Public comprehensive	5,500–8,999	56	15	14
9	Public comprehensive	<5,500	108	17	18
10	Private comprehensive	<9,000	126	14	14
11	Public baccalaureate	<9,000	127	38	35
12	Private baccalaureate	1,350–8,999	166	40	41
13	Private baccalaureate	<1,350	446	57	58
17	Public two-year academic/comprehensive	6,000–8,999	55	13	13
18	Public two-year academic/comprehensive	4,000–5,999	72	13	13
19	Public two-year academic/comprehensive	2,000–3,999	155	17	17
20	Public two-year academic/comprehensive	<2,000	333	15	14
21	Private two-year academic/comprehensive	<9,000	129	6	6
22	Public two-year occupational	2,500–8,999	63	8	6
23	Public two-year occupational	<2,500	221	12	12
24	Private two-year occupational	<9,000	240	5	4

[a]Numbers in the "Data" column show the institutions that responded to the questionaire asking for specific data on international studies (requirements, programs, administrators, etc.). Numbers in the "Opinion" column show how many institutions responded to the questionnaire that asked for the opinion of the president or chief academic officer on the importance of international studies and the distribution of additional resources.

[b]Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

TABLE B-2—Comparison of Respondents and Nonrespondents to the Data Questionnaire, by Control and Type of Institution

Control and Type of Institution	Respondents (N = 398)	Nonrespondents (N = 143)	Response Rate
Total	100.0%	100.0%	73.6%
Control			
Public	61.3	54.5	75.8
Independent	38.7	45.5	70.3
Control and Type			
Public university	11.3	3.5	90.0
Independent university	5.3	5.6	72.4
Public comprehensive university or college	17.6	10.5	82.4
Independent comprehensive university or college	6.3	8.4	67.6
Public baccalaureate college	9.5	4.2	86.4
Independent baccalaureate college	24.3	21.7	75.8
Public two-year college	22.9	36.3	63.6
Independent two-year college	2.8	9.8	44.0

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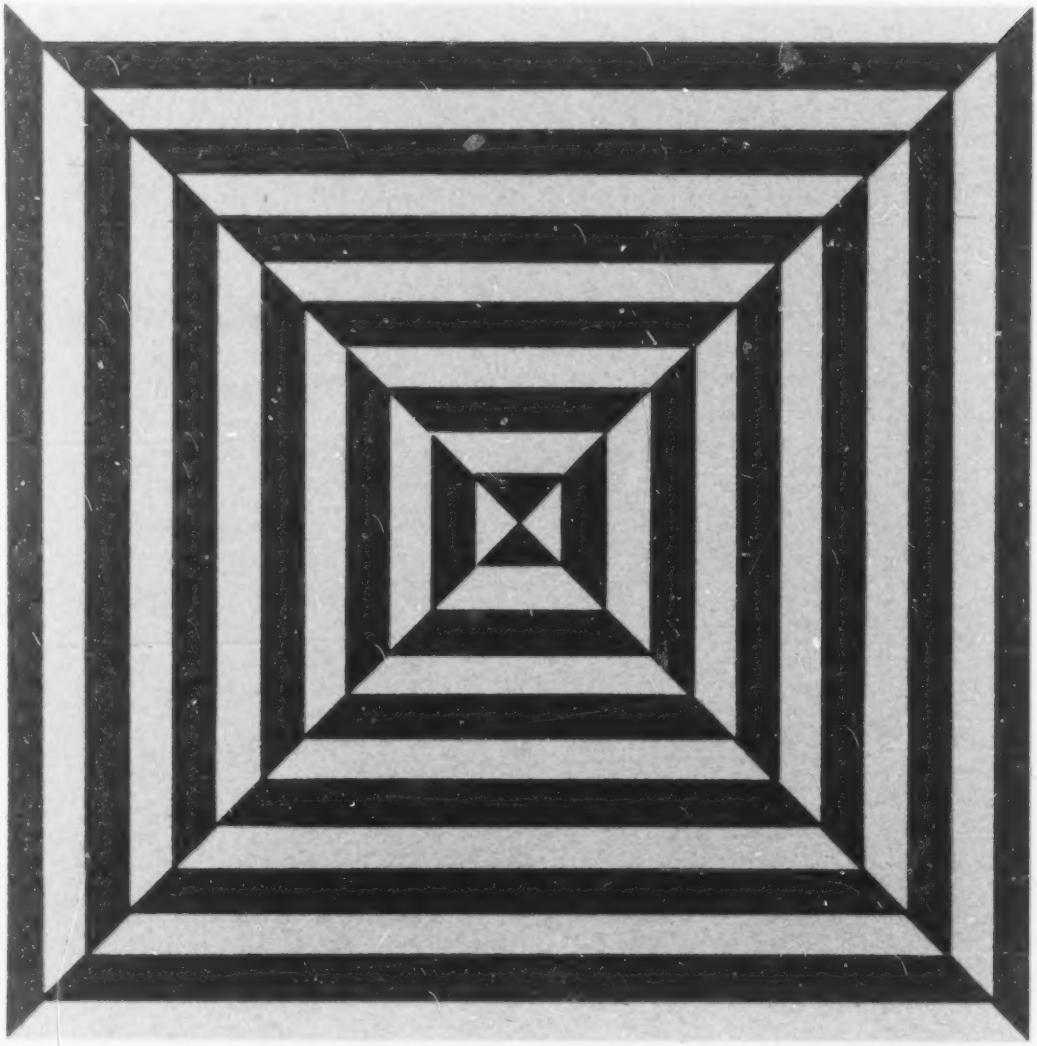
CAMPUS TRENDS, 1989

Elaine El-Khawas



HIGHER EDUCATION PANEL REPORT NUMBER 78

JULY 1989

American Council on Education

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

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Campus Trends, 1989

Elaine El-Khawas

Higher Education Panel Reports
Number 78 July 1989

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We all wish to express our special gratitude to the Panel's campus representatives and survey respondents for their assistance and cooperation.

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HIGHLIGHTS

Campus Trends, 1989 is the sixth in an annual series of surveys designed to provide timely information on changes taking place in the academic and administrative practices of American colleges and universities. The surveys are conducted by the American Council on Education.

For this year's report, special attention was given to college and university faculty, in light of significant shortages predicted for the next decade. Special attention was also given to campus activities to improve minority participation in higher education.

All results are reported by type and control of institution. For many questions, comparisons are made between responses given in this year's survey and those given when the same questions were asked in previous *Campus Trends* surveys.

Highlights from the survey are as follows:

College Faculty

- Half of all colleges and universities reported net gains in the size of their full-time faculty.
- Only one in four institutions reported a net gain in minority faculty over the previous year.
- About half of all institutions increased the number of women among their faculty.
- Many institutions are having problems in finding qualified persons to fill faculty positions, especially in computer science, business, mathematics and health professions.
- Half of all colleges and universities reported it now takes them longer to find qualified persons for full-time faculty positions.
- Half also reported that there is greater difficulty in getting top applicants to accept faculty positions offered them.
- Currently, about 2 out of 3 American colleges and universities consider their faculty salaries to be competitive with similar institutions.
- Only 3 in 10 administrators rated their current faculty compensation levels as "excellent" or "very good."
- Just over half expect to increase the pace of faculty hiring during the next five years.
- Thirty-seven percent of institutions offer incentives for early retirement of faculty. About one in five offer phased retirement.
- Half of all institutions expect an increased pace of retirement among full-time faculty during the next five years.
- Very few administrators (18 percent) reported that the lifting of the mandatory retirement age "will cause problems" for their institutions.

Minority Initiatives

- At least 8 in 10 institutions reported some level of activity to increase the enrollment and retention of minority students.
- Most administrators (83 percent) reported that activities are underway to improve the campus climate for minority students.
- Most colleges and universities (8 in 10) reported some level of activity to increase the number of minority faculty. About 6 in 10 also reported activity to assist minority faculty in meeting tenure and promotion requirements.
- About half reported some level of activity to increase the number of senior administrators from minority backgrounds.
- About 6 in 10 colleges and universities compare minority representation among their students and in the population they serve.
- Just over half of institutions regularly monitor attrition rates for minority students.
- About one-third of colleges and universities hold workshops each year that are designed to increase racial and cultural awareness.
- Only 17 percent of institutions offer incentives to academic departments to increase the hiring of minority faculty.
- Close to 4 in 10 institutions are operating under a board-approved policy setting goals for increased minority representation.
- One-third of campus administrators said that the level of support for improving minority participation is relatively "high" at their institutions.
- Eighty percent of colleges and universities reported that "little or no" racial/ethnic tension existed. Tensions appeared more often at comprehensive and doctoral institutions than at other institutions.
- Sixty percent gave their institutions "fair" or "poor" ratings in attracting Black students. Two-thirds of administrators gave their institutions such low ratings in attracting Hispanic students.

Assessment

- Almost 7 in 10 colleges and universities reported that some assessment activity is currently underway.
- Currently, 55 percent of colleges and universities are developing their own instruments for student assessment, an increase from 45 percent in 1988.
- Thirty-four percent are collaborating with other institutions on their assessment activities, an increase from 27 percent in 1988.

- About 7 in 10 administrators said that most faculty would support the development of assessment procedures. However, 6 in 10 reported that only a small number of faculty are now involved with assessment.
- To date, two out of three institutions that have assessment results have used the results to serve internal needs of colleges and universities, especially for program and curriculum planning.
- About half said that assessment results have been used for reports to state boards or agencies.
- Administrators at 4 in 10 institutions acknowledged their current assessment activities are "mainly a response to external mandates." Almost half of public-sector institutions had this response.
- Basic skills testing is in place at 65 percent of institutions, and another 19 percent are planning such testing. Almost all public two-year institutions now assess basic skills.
- About half of colleges and universities now assess writing, defined as "higher-order" writing skills that would be an expected outcome of college study. Another 27 percent report that writing assessment is being planned.
- Close to half of institutions are planning assessment of critical thinking skills. Another 14 percent already are assessing these skills.
- Close to half are planning to conduct assessment activities to document long-term outcomes among graduates. One in four already do so.
- About 7 in 10 administrators support the use of assessment information in accreditation reviews and in institutional planning processes.
- About half believe that assessment will "significantly improve" undergraduate education.
- However, 37 percent say that, so far, assessment has resulted mainly in new reporting requirements to the state.
- More than 7 in 10 administrators agreed that most campus officials have strong fears about misuse of effectiveness measures by external agencies.

Other Changes

- The great majority of American colleges and universities expect all students to complete a core amount of course work in general education.
- Most colleges have distribution requirements in general education, in which students are given limited choices from courses designed to provide them with a breadth of subject matter.
- About 4 in 10 baccalaureate and comprehensive institutions have general education requirements at the upper-division level. These often involve senior-year seminars or senior thesis requirements.
- Seventy-one percent of institutions increased their overall (headcount) enrollment as well as their FTE (full-time equivalent) enrollment.
- Fully one-third of colleges and universities reported an increase in average class size. A year ago, one in five institutions had reported such a change.
- About 15 percent of comprehensive and doctoral universities had an increased enrollment of students reporting disabilities. Twelve percent of two-year institutions had such an increase.
- About one in four colleges and universities reported that Black, Hispanic and Asian enrollments had increased during 1988–89. About 1 in 10 institutions reported increased enrollment of American Indian students.
- About 8 in 10 institutions expected to increase enrollment in the next five years. Eleven percent expected an enrollment decrease but of small size.
- Most, but not all, colleges and universities reported an increase from the past year in their overall operating budget. Among public institutions, more than 10 percent reported a cutback in the size of their budget.
- Fully 8 in 10 independent institutions reported increased spending from their own funds for student aid; 62 percent of public four-year institutions reported increased spending for this purpose, along with almost half of public two-year institutions.
- A majority of institutions (60 percent) reported an increase in the share of overall costs that students and parents pay.
- Only 32 percent of administrators felt their physical plant could be rated "excellent" or "very good" for their current needs.

Important Challenges Ahead

- Improving program quality is an important focus of activity. For some institutions, this called for changes to serve new needs or new populations of students.
- Enrollment, especially to maintain current levels of enrollment, is a key focus. Notably, somewhat fewer institutions mentioned this area in 1989 than did so in 1988.
- Issues of adequate financial support were raised quite frequently, with an increased emphasis on the challenge of increasing the institution's resource base.
- Issues related to faculty were cited more often in 1989 than in 1988, with new emphasis on the problems of recruiting and retaining good faculty.
- The need for renovation and renewal of physical facilities was cited by one-third of administrators as a key challenge facing them over the next five years.

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INTRODUCTION

This report marks the sixth year in which the American Council on Education has issued *Campus Trends*, based on an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.

The survey was conducted through the Higher Education Panel, a survey research program of the American Council on Education. Questionnaires were completed by senior administrators— chief academic officers, primarily— at 366 colleges and universities (80 percent of a sample of 456 colleges and universities). Responses are statistically weighted so that results are representative of all American colleges and universities that offer undergraduate instruction.

For this year's report, special attention was given to college and university faculty, in light of significant shortages predicted for the next decade. The report shows that:

- Some colleges and universities are already experiencing problems in filling faculty positions, especially in certain high-demand teaching fields.
- Half of all colleges and universities reported that it now takes longer to find qualified persons for full-time faculty positions. Half also reported greater difficulty in getting top applicants to accept faculty positions offered to them.
- Over the next five years, faculty shortages are expected to involve a sizeable number of colleges and universities and a range of subject fields.

Campus activities to improve minority participation were also given special attention. Results suggest that, although most campuses have some initiatives underway to improve minority representation, considerable distance remains in achieving concrete results. Six in ten administrators, for example, judged that their institututions are not doing well in attracting Black and Hispanic students.

As with previous *Campus Trends* studies, this report also describes changes in other college practices, including:

- Widespread use of general education requirements;
- Much activity to develop methods of assessing student learning;
- Growing problems with inadequate physical facilities; and
- Substantial financial pressures confronting both public and independent institutions.

The report also describes the most important challenges ahead for academe, as reported by the senior administrators who participated in this study.

Findings are presented in five sections: faculty; minority initiatives; assessment activity; other changes; and challenges ahead. Detailed tables, showing results by type of institution, follow the text. For many questions, comparisons are made between responses given in this year's survey and those given when the same questions were asked in previous *Campus Trends* surveys.

FINDINGS

I. Trends Regarding College Faculty

The decade ahead is likely to be one of considerable change in the nation's college faculty. As Bowen and Schuster (1986) have documented, a rising number of faculty retirements is expected, opening up positions for which there may be too few qualified candidates. Many colleges and universities are expected to face difficulty in hiring new faculty, not only in high-demand areas in which shortages already exist, but also in many traditional disciplines where, in recent years, relatively few students have earned doctorates.

Whether these trends will cause widespread and severe dislocation in academe is unclear. Many institutions may experience no serious shortages at all. Others will adjust to changing conditions in a timely manner. And, as the following survey results indicate, circumstances are already changing and some institutions already seem to be taking steps to anticipate what may lie ahead.

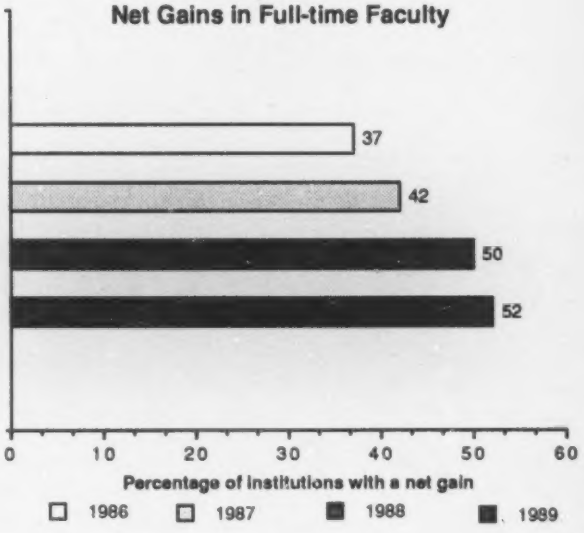
Faculty Hiring Has Increased

In the past year, most colleges and universities made new faculty appointments, both in tenure-track positions and in term, or contracted, positions (Table 1). For the majority of colleges and universities, such appointments resulted in a net increase in their faculty:

- Half of all colleges and universities reported net gains in the size of their full-time faculty. This continues an upward trend observed since 1986, when 37 percent of institutions had a net increase in full-time faculty (Figure 1).
- Just as many institutions (53 percent) reported net gains in part-time faculty. This also marks a rising trend: in 1986, 41 percent of institutions had reported a net gain in the number of their part-time faculty.

This increased hiring may reflect a variety of factors, including the need for institutions to respond to increased enrollment and to increased student interest in new programs and areas of study.

Figure 1
Net Gains in Full-time Faculty



Increasing the Representation of Women and Minorities Among College Faculty

Efforts to improve minority representation among college faculty show slow progress. At a time when most institutions made new faculty appointments, only one in four institutions reported a net gain in minority faculty over the previous year (Table 1). Important differences appear by type of institution:

- Fully 6 in 10 doctoral institutions increased the number of minority faculty in the last year.
- In contrast, 37 percent of comprehensive institutions, 21 percent of two-year colleges, and 14 percent of baccalaureate colleges reported a gain in minority faculty.

This increase among doctoral institutions represents considerable change in a year's time: in the 1988 survey, about 4 in 10 doctoral institutions had reported an increase in their minority faculty (*Campus Trends, 1988*).

Doctoral institutions also made progress in increasing the number of minority faculty who have achieved tenure. One in three doctoral institutions reported such gains in the last year, as compared to about one in ten institutions, overall (Table 1).

With respect to the representation of women among college faculty, a good many colleges and universities reported progress. About half of all institutions, including three-quarters of doctoral institutions, increased the number of women among their faculty. A year ago, 4 in 10 institutions had reported gains in the number of women faculty.

One in three institutions reported progress in increasing the number of women faculty who have achieved tenure. Half of comprehensive institutions and 6 in 10 doctoral institutions reported such gains in a year's time.

In brief, it appears that some progress is being made in increasing the representation of both minorities and women among college faculty. Doctoral institutions have made the most gains in the last year. However, it is also evident that progress is reported more often in hiring than in moving minority and women scholars to tenured positions.

Current and Expected Shortages of Faculty

A number of American colleges and universities are currently facing shortages of faculty, i.e., they are unable to find qualified persons to fill full-time faculty positions. At present, this is occurring primarily in certain high-demand fields (Table 2), including:

- Computer science (cited by 4 in 10 institutions)
- Business (cited by 1 in 3 institutions);
- Mathematics (cited by 1 in 4 institutions); and
- Health professions (cited by 1 in 4 institutions).

Over the next five years, most of these shortages are expected to worsen. Five in ten institutions expect future shortages of computer science faculty, 4 in 10 expect future shortages of mathematics faculty, and 1 in 4 expect continued faculty shortages in the health professions. One in three expect future shortages in business.

At present, faculty shortages affect some institutions more than others. Expectations of increased shortages also vary by type of institution:

- Two-year institutions now face shortages primarily in computer sciences and in the health professions. Over the next five years, 1 in 3 are expecting shortages in computer sciences, in mathematics, in vocational-technical fields, and in the health professions.
- Among baccalaureate colleges, just under half face current shortages for faculty in computer sciences and business, but more than half expect such shortages in the next few years. At least one in five also expect shortages in biological and physical sciences, mathematics and the health professions.
- Six in ten comprehensive institutions currently face shortages of business faculty, half report shortages of computer science faculty, and 3 in 10 report shortages of mathematics faculty. Over the next few years, these shortages are expected to continue, with the proportion expecting shortages of mathematics faculty increasing to 5 in 10. At least one in five are expecting future shortages in almost every other field listed: arts and humanities, foreign languages, biological and physical sciences, engineering, health professions, and education.
- About 6 in 10 doctoral institutions are affected by current shortages of faculty in computer science and in business, and 4 in 10 also face shortages of engineering faculty. In the next five years, doctoral institutions are expecting shortages to be widespread: about half expect shortages in business, mathematics, computer sciences and physical science; about 3 in 10 expect shortages in foreign languages and in biological sciences.
- More public institutions than independent institutions are expecting shortages. This occurs especially in the humanities, foreign languages, physical sciences, mathematics and engineering.

Thus, while the current picture is one of shortages mainly in certain high-demand fields, the future outlook is quite different: current shortages will continue, but a sizeable number of institutions are expecting shortages in a wide range of subject areas.

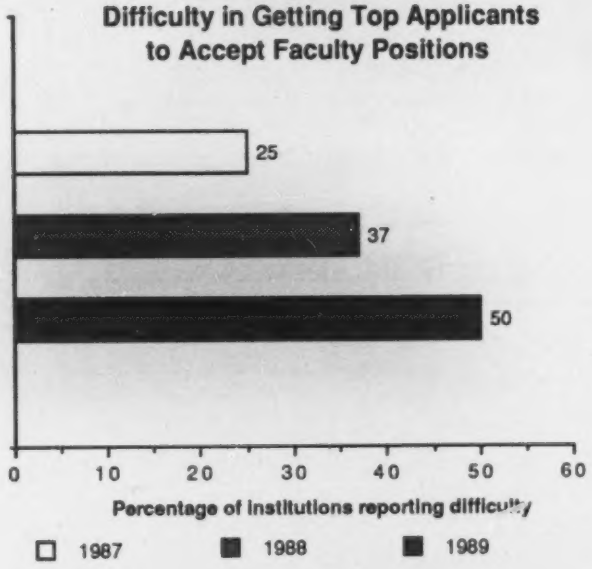
A Tightening Labor Market for College Faculty

Other evidence from Table 2 suggests that the labor market for college faculty is already tightening, at least in certain fields.

- Half of all colleges and universities reported it now takes them longer to find qualified persons for full-time faculty positions.
- Half also reported that there is greater difficulty in getting top applicants to accept faculty positions offered them.

The proportion of institutions reporting this last difficulty has grown rapidly over the last few years. In 1987 and 1988, 25 percent and then 37 percent of administrators, respectively, had reported such problems (Figure 2).

Figure 2
Difficulty in Getting Top Applicants to Accept Faculty Positions



When asked to name the fields where these difficulties most often arise, administrators cited the following fields, in order: business, computer science, mathematics, social sciences (including economics), natural sciences, nursing, and education.

A small proportion of administrators—1 in 5—reported a decline in the quality of applicants for full-time faculty positions. Notably, about the same proportion took this position in the previous two *Campus Trends* surveys.

In another response to this year's survey (Table 17), half of administrators judged their institution's ability to attract and hold good faculty to be "excellent" or "very good." One in ten, however, gave their institutions only "fair" or "poor" ratings on this factor.

New Pressures on Faculty Salaries?

Many colleges and universities have considered themselves to be in a "catch-up" situation regarding faculty salaries during the mid-1980s. Salaries had not kept pace with inflation during the 1970s and early 1980s. Since that time, increases in faculty salaries have consistently outpaced inflation, as colleges have tried to bridge the gap created in the earlier period.

Currently, about 2 out of 3 American colleges and universities consider their faculty salaries to be competitive with similar institutions (Table 3). Some "soft spots" can be noted, however:

- Colleges and universities are slightly more confident about their salaries offered to new, junior faculty than the salaries offered to continuing faculty or to new faculty appointed at the senior level.
- Independent institutions are less likely to report having competitive salaries for new appointments than are public four-year institutions. Only about half of independent institutions considered their salaries for new, senior-level appointments to be competitive with similar institutions.

Other survey results, summarized in Table 17, suggest that the level of faculty salaries is of some concern:

- Only 3 in 10 administrators rated their current faculty compensation levels as "excellent" or "very good."
- Another one-third judged faculty compensation levels to be "fair" or "poor."
- Administrators at baccalaureate institutions gave the lowest ratings: only 20 percent gave "excellent" or "very good" ratings, while 46 percent gave "fair" or "poor" ratings to their institution's faculty compensation levels.

These ratings are similar to responses given in previous surveys. In both 1987 and 1988, for example, one-third of administrators had rated their level of faculty compensation as "excellent" or "very good" (*Campus Trends, 1987* and *Campus Trends, 1988*). The low ratings given by administrators at baccalaureate institutions also mirror last year's responses.

Institutional Planning for Changing Faculty Needs

In the midst of a changing environment for faculty, a good many colleges and universities appear to be planning ahead for such changes (Table 3):

- One-third of institutions now conduct some form of systematic faculty planning. Among four-year institutions, about 4 in 10 reported such planning.
- Just over half of institutions expected to increase the pace of faculty hiring during the next five years. Somewhat more public institutions are expecting to increase their faculty hiring, compared to independent institutions.
- Two in ten institutions expect to decrease the size of their faculty over the next five years. This expectation was reported by 26 percent of two-year institutions.

Other practices might also be seen as ways to gain flexibility in planning for changing faculty needs. As Table 4 shows:

- Thirty-seven percent of institutions offer incentives for early retirement of faculty. About two-thirds of doctoral institutions currently do so.
- About two in ten offer phased retirement options to faculty. Among doctoral institutions, more than half offer such options.
- Twenty-seven percent of institutions are currently revising their faculty retirement plans. Among baccalaureate institutions, 4 in 10 are doing so.

On the last point, it should be noted that most public institutions are part of state-level retirement systems and thus would not generally be able to revise them.

Employment of part-time faculty has been considered another means of gaining flexibility in planning for changing faculty needs. Almost all colleges employ part-time faculty, but extensive use of part-time faculty (i.e., for more than one-fourth of classes) differs by type of institution (Table 3):

- Most two-year institutions (6 in 10) make extensive use of part-time faculty.
- About 1 in 3 baccalaureate and comprehensive institutions make such extensive use of part-time faculty.
- Very few doctoral institutions, about one in ten, make extensive use of part-time faculty.

Many doctoral institutions, especially in the public sector, do not employ many part-time faculty but, instead, rely on graduate teaching assistants for major aspects of undergraduate instruction.

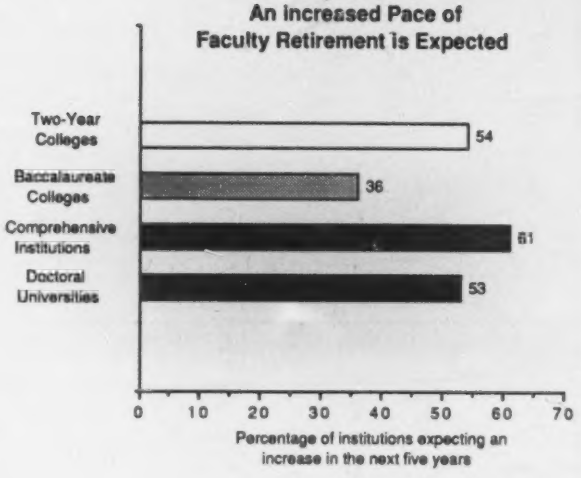
Notably, there has been little change since 1984 (*Campus Trends, 1984*) in the proportion of colleges and universities reporting that they make extensive use of part-time faculty.

Planning for Faculty Retirements

Because many American colleges and universities expanded during the 1950s and 1960s, a considerable proportion of the present-day college faculty is expected to retire during the late 1990s. The actual extent and pattern of increasing faculty retirements, however, will probably vary by institution (Table 4):

- Half of all institutions are expecting an increased pace of retirements among full-time faculty during the next five years.
- Public institutions will be most heavily affected by changing faculty retirements during the next five years: 6 in 10 of these institutions are expecting an increased pace of faculty retirements during the next five years, compared to one-third of independent institutions.
- Six in ten comprehensive institutions are expecting an increased pace of faculty retirements in the near future (Figure 3).

Figure 3
An Increased Pace of Faculty Retirement Is Expected



Perhaps because of this likely increase in retirements, very few administrators reported that the lifting of the mandatory retirement age "will cause problems" for their institutions.

- Administrators at only 18 percent of colleges and universities felt that the end of mandatory retirement would cause them problems.
- However, 1 in 3 doctoral institutions expected problems (Table 4).

In fact, only 4 in 10 institutions reported that they now have a mandatory retirement age for faculty (Table 4), possibly reflecting the effect of various state laws that have "uncapped" their retirement provisions for state employees. Institutional differences are sizeable: 7 in 10 doctoral institutions have a mandatory retirement age, but only one-third of two-year institutions currently have a mandatory retirement age for faculty.

Change in the proportion of faculty over 65 years of age is of interest, as college administrators try to understand the likely effects on faculty of the abolition of mandatory retirement. College faculty are currently able to continue their employment only until age 70; beginning in 1994, however, there will be no mandatory age for faculty retirement.

Overall, about one in ten institutions reported that, in a year's time, the number of faculty over 65 years of age had increased (Table 1).

- Somewhat more doctoral institutions (23 percent) reported a net gain in faculty over 65 years of age.
- Among comprehensive institutions, one in five reported an increased number of faculty over age 65. However, almost as many (17 percent) reported net losses in faculty over age 65.

The general picture, then, is one in which very few American colleges and universities expect that the ending of mandatory retirement will cause them problems. This may be due, in part, to the fact that at least half are expecting an increased pace of faculty retirements in the next five years. It is also clear that a significant number of institutions have already developed flexible retirement options for their faculty. So too, a good number are currently changing their faculty retirement plans.

II. Minority Initiatives on Campus

American colleges and universities have long attempted to expand access to higher education for Black students and other racial and ethnic groups that have been underrepresented in the past. The record of progress has been slow and disappointing. In recent years, a variety of recommendations have been made that call for renewed, comprehensive efforts—addressing issues of minority student progress and retention, campus climate and minority representation among faculty and staff—as critical steps in attaining greater minority access and achievement.

In this section, campus responses are shown on actions that might be taken to enhance minority participation in higher education. Questions were based, in part, on recommendations found in the recent ACE publication, *Minorities on Campus: A Handbook for Enhancing Diversity*. It should be noted that the responses for items in this section of the study do not include historically black institutions.

Efforts to Increase Enrollment and Retention of Minority Students

A majority of American colleges and universities currently are making an effort to increase the enrollment and retention of minority students. At least 8 in 10 institutions report some level of activity (either "a lot" or "some" activity) directed toward these goals (Table 5). This includes activities to:

- increase undergraduate enrollment of minority students;
- expand financial support for minority students;
- increase retention of minority students; and
- increase completion rates for minority students.

In each of these areas, however, administrators reported that their institutions had "some" activity more often than they reported that "a lot" of activity was underway.

Notably, about 4 in 10 administrators reported "a lot" of activity to increase retention and completion rates for minority students. About 6 in 10 comprehensive and doctoral institutions reported "a lot" of activity to increase minority retention.

Efforts to Improve the Campus Climate for Minority Students

Most administrators (83 percent) reported that either "a lot" or "some" activities are underway at their institutions to improve the campus climate for minority students (Table 5). Three out of four also reported that events are held to celebrate racial and ethnic diversity during each school year. Some differences emerge regarding level of activity:

- "Some" activity was typical on this subject, mentioned by 51 percent of administrators; only about one-third reported "a lot" of activity to improve the campus climate.
- Among four-year institutions, public colleges and universities were more likely to report "a lot" of activity to improve the campus climate than were independent institutions.
- Festivals and other events to celebrate racial and ethnic diversity were reported, at some level of activity, by 9 in 10 doctoral and comprehensive institutions, and by close to 8 in 10 baccalaureate colleges. A lesser proportion—61 percent—of two-year institutions did so.

This lessened activity by two-year institutions may be due to their primarily commuter circumstances. Yet, it is also true that close to half of minority students are enrolled in two-year institutions.

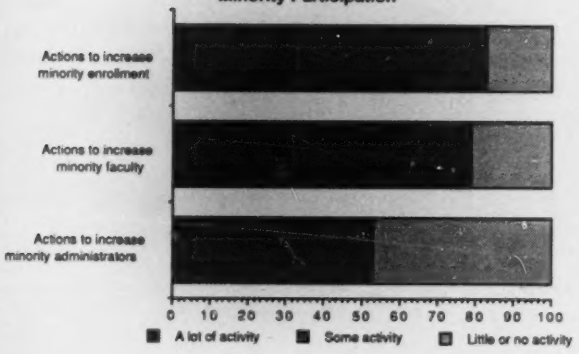
Efforts to Increase Minority Faculty and Administrators

Most colleges and universities (8 in 10) reported some level of activity to increase the number of minority faculty (Table 5). About 6 in 10 also reported some level of activity to assist minority faculty in meeting tenure and promotion requirements.

Much less attention is currently directed to minor-

ity representation among the institution's senior administration (Figure 4). Only about half reported that any activity was underway to increase the number of senior administrators from minority backgrounds.

Figure 4
College Actions to Improve Minority Participation


Actions to increase minority enrollment
Actions to increase minority faculty
Actions to increase minority administrators
0 10 20 30 40 50 60 70 80 90 100
A lot of activity
Some activity
Little or no activity

Doctoral institutions, and comprehensive institutions to a slightly lesser extent, reported considerable activity directed toward improving minority representation among their faculty:

- Fifty-nine percent of doctoral institutions, and 54 percent of comprehensive institutions, reported "a lot" of activity to increase the number of minority faculty (Table 5).
- At the same time, more than 8 in 10 doctoral institutions, and 7 in 10 comprehensive institutions, reported either "a lot" or "some" activity to assist minority faculty in meeting tenure and promotion requirements.

Doctoral institutions also reported the most activity to increase the number of minority administrators (mentioned by 77 percent of doctoral institutions). About two-thirds of comprehensive institutions reported some type of activity to increase minority administrators. In comparison, about 4 in 10 baccalaureate colleges and 5 in 10 two-year colleges reported that any activities are underway to increase minority representation among their senior administrative ranks (Table 5).

This level of activity by doctoral institutions helps to put into perspective the pattern, reported earlier, in which doctoral institutions were more likely than others to report an increase in the number of minority faculty and an increase in the number of minority faculty who had attained tenure at their institutions (Table 1). The overall level of activity seems to be significant, and yielding concrete results.

Other College Actions to Improve Minority Participation

Table 6 describes the level of campus activity regarding a variety of specific strategies designed to enhance minority participation in higher education. As can be seen, these strategies have been adopted by only a moderate number of institutions.

Monitoring. One tactic taken by some colleges and universities is to develop ways to monitor their own progress in improving minority participation. As Table 6 indicates, an increasingly typical procedure is to compare the institution's minority representation with representation data among the population served:

- About 6 in 10 colleges and universities compare minority representation among their students and in the population they serve.
- Eight in ten doctoral institutions make such comparisons, as do 7 in 10 comprehensive institutions. Baccalaureate colleges are much less likely to do so.

About the same proportion of institutions have compared minority representation among their students and in their surrounding community. For some institutions, this would offer different information on their progress with minority representation. Because close to one in four respondents did not answer this item, however, the percentages shown may overstate the extent to which institutions make this comparison with their surrounding community.

Just over half of institutions regularly monitor attrition rates for minority students. About 8 in 10 doctoral and comprehensive institutions do so. Here, too, baccalaureate colleges are less likely to rely on such formal mechanisms.

A similar pattern exists for monitoring of completion rates among minority students. Over half of institutions do so, primarily comprehensive and doctoral institutions.

Workshops. Only a small proportion of colleges and universities hold workshops designed to increase racial and cultural awareness each year (Table 6):

- About one-third of institutions hold workshops for students; half of comprehensive and doctoral institutions do so.
- Thirty percent of institutions hold workshops each year for their staff and administrators.
- A similar proportion (31 percent) hold workshops each year for their faculty.

Incentives for Faculty Hiring. Another approach, as yet little used, is to offer incentives to academic departments to increase their hiring of minority faculty. As Table 6 shows, only 17 percent of institutions offer such incentives at present. However, this approach has been adopted by many doctoral institutions: 6 in 10 doctoral institutions reported that incentives are in use for boosting the hiring of minority faculty. So too, 1 in 3 comprehensive institutions make use of incentives for hiring of minority faculty.

Funding Initiatives. A small proportion of institutions—15 percent—indicated that they are planning for a major increase in funds allocated specifically for improving minority participation on their campuses. Notably, 4 in 10 doctoral institutions are planning to do so. Public four-year institutions reported this approach somewhat more often than others.

Policy Goals. In one form or another, a good proportion of colleges and universities are guided by board-approved policies that outline specific goals for increasing minority representation on their campuses (Table 6):

- Close to 4 in 10 institutions reported operating under a policy with specific goals set for increased minority representation.
- This occurs among public institutions, especially: half of public institutions, two-year and four-year, reported such policy goals compared to about one-fifth of independent institutions.

A general pattern, then, is that monitoring and informational techniques are used in about half of colleges and universities, and other approaches have been adopted less often. Notably, too, all of these strategies have been more widely adopted by doctoral institutions than by other types of institutions.

Relatively few colleges and universities hold workshops to increase cultural awareness, although slightly more do so for students than for faculty or staff. Workshops are reported more often at doctoral institutions than at other institutions. Board-approved policy goals exist for about half of public institutions.

It appears, too, that there is relatively little activity underway that might move campuses toward wider adoption of techniques such as workshops, incentives, or special funding. Only small proportions of administrators reported that discussions are underway on any of these approaches (Table 6). One in five did say that faculty and staff workshops and increased funds for improving minority participation are being discussed.

Attitudes Toward Improving Minority Participation

Administrators were also asked for their opinions about campus attitudes toward minority participation. These responses offer additional perspective on campus activity but, at the same time, must be treated with caution: a "campus-wide" mood cannot easily be determined and different persons on a single campus could justifiably provide quite different responses.

According to the campus administrators who responded to the survey, the level of support today for improving minority participation is relatively "high" at only about one-third of institutions across the country (Table 7). Another 55 percent, however, described their institutions as showing a "medium" level of support for improved minority participation.

About 4 in 10 reported a "high" degree of confidence among senior administrators that greater gains in minority advancement can be made on their campuses. The same proportion gave a "high" rating to the overall commitment to minority advancement on their campuses today.

Ten years ago, in their view, support for minority participation could have been considered "high" at only about one in ten institutions (Table 7). In fact, half indicated that there was "little or no" support for minority participation a decade earlier.

Despite reports over the last year of several incidents of hostility directed to minority students, relatively few administrators took the view that racial tensions were serious among racial and ethnic groups on campus. Eighty percent of colleges and universities reported that "little or no" racial/ethnic tension existed. Tensions were mentioned more often at comprehensive and doctoral institutions than at other institutions:

- At two-year institutions, 85 percent said there was little or no racial/ethnic tension.
- At baccalaureate institutions, 83 percent said there was little or no racial/ethnic tension.
- Among comprehensive institutions, in contrast, 68 percent reported "little or no" racial/ethnic tension, and 28 percent said there was a "medium" degree of tension. Another 4 percent said that racial/ethnic tensions were "high."
- Among doctoral institutions, 59 percent reported "little or no" racial/ethnic tension. Instead, 38 percent said there was a "medium" degree of tension. Another 3 percent said that racial/ethnic tensions were "high."

Administrators were also asked for their opinions about their institution's climate for Black and His-

panic students and about their institution's ability to attract Black and Hispanic students (Table 8). Relatively few gave their institutions high ratings on either question:

- Only fourteen percent said their institution's ability to attract Black students was "excellent" or "very good." Only 11 percent gave such high ratings to their institution's ability to attract Hispanic students.
- Sixty percent gave their institutions "fair" or "poor" ratings in attracting Black students. Two-thirds of administrators gave their institutions such low ratings in attracting Hispanic students.
- Only about one in four administrators said that their institutions provided an "excellent" or "very good" climate for Black students. Twenty-one percent felt they provided a supportive climate for Hispanic students.
- About 40 percent of institutions were said to provide a "fair" or "poor" climate for Black students and for Hispanic students.

Differences by type of institution are notable:

- Doctoral institutions were given better ratings than other institutions on these questions, especially on their ability to attract Black and Hispanic students.
- Administrators at baccalaureate colleges gave quite low ratings, both on the ability of their institutions to attract Black or Hispanic students and on the degree to which they provided a supportive climate to such students.

Thus, despite the fact that most colleges and universities have some level of activity underway to improve minority student enrollment and retention, an unfinished agenda is quite evident. Most of the college administrators responding to this survey acknowledged that their institutions are not doing very well in attracting Black and Hispanic students. Forty percent also acknowledged that their campus climate for Blacks and Hispanics, at present, is only "fair" or "poor." And only 3 in 10 administrators considered their institutions to have a "high" level of support for improving minority participation.

III. The Status of Assessment Activities

Recent assessment activities show no evidence that assessment is going to be just a fad. Instead, survey results suggest that, after several years of continued national and state-level attention to this topic, the great majority of the nation's colleges and universities are exploring what assessment might mean for their institutions and students.

In this year's survey, almost 7 in 10 colleges and universities reported that they currently have assessment activity underway. On another question, 77 percent reported that they expect some form of assessment to be introduced in the next few years (Table 9). Even allowing for some overstatement, due to the general wording used, it is clear that a majority of American colleges and universities are working on new approaches to assessing student learning.

It also appears that "home-grown" assessments are gaining in use (Table 9):

- Currently, 55 percent of colleges and universities are developing their own instruments for student assessment. This is an increase from 1988 survey results, in which 45 percent of institutions were developing their own assessment instruments.
- Interest in such locally-developed assessment tools appears rather uniformly across types of institutions and is found as often in the independent sector as among public-sector institutions.

Thirty-four percent of institutions are collaborating with other institutions on their assessment activities. This is also an increase from 1988 results, when 27 percent reported that they were collaborating with other institutions. Public-sector institutions are much more likely to do so: about half of public-sector institutions have some form of institutional collaboration underway on assessment, compared to 17 percent of institutions in the independent sector.

Faculty involvement and support is a critical element of any long-term success with the new approaches to assessment. About 7 in 10 administrators took the view that most of the faculty at their institutions would support the development of assessment procedures. However, 6 in 10 of these administrators also acknowledged that relatively few faculty are currently involved in the assessment effort.

Initial Uses of Assessment Results

Assessment results, to the extent they have been generated, are often being used to serve internal needs of colleges and universities, related to program and curriculum planning and review. (About 10 percent of survey respondents—generally those with no assessment activity—did not respond to this set of questions about uses of assessment results.)

- Two out of three institutions reported that assessment results have been used in reports to deans, to department chairpersons, or to faculty.

- About the same proportion said that results had been used for program or curriculum evaluation.
- Sixty-one percent of institutions responding to this question said that assessment results have been used as a basis for making changes in curriculum. Fully 7 in 10 public two-year institutions have made curriculum changes on the basis of their assessment results.

Two-year public institutions were more likely than other institutions to report using assessment results for all of these purposes.

To date, about half of institutions have used assessment results for reports to state boards or agencies. As might be expected, sector differences are sharp: 7 in 10 public two-year institutions have done so, as have almost 6 in 10 public four-year institutions. Only 1 in 3 independent institutions have provided results to state boards or agencies, possibly referring to results of certification exams.

About half of responding institutions have used results to provide feedback to students. Two-year institutions were somewhat more likely to have provided feedback to students, based on assessment results (Table 9).

What is the Role of External Mandates?

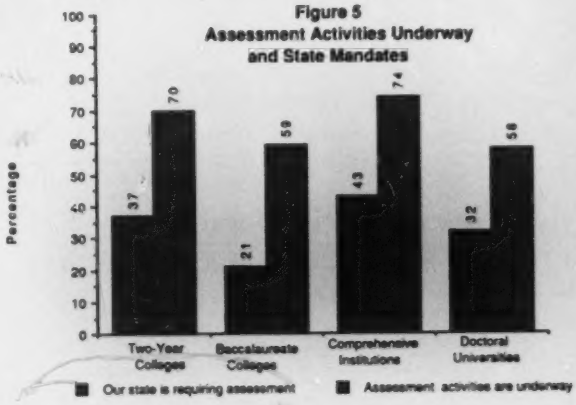
External mandates—both by state agencies and by accrediting bodies—have clearly been part of the impetus for assessment. Half of public institutions say that their state is requiring them to have assessment procedures. So too, close to half of all institutions reported that their assessment activities have become part of their self-studies conducted for regional accrediting agencies (Table 9).

Administrators at 4 in 10 institutions acknowledged that their current assessment activities are "mainly a response to external mandates." Almost half of public-sector institutions had this response (Table 9).

But external mandates, while a critical factor, are not the whole story. As Figure 5 shows, the proportion of institutions with assessment activities already underway consistently exceeds the proportion that are doing so mainly as a response to external mandates.

It is also notable that, among independent institutions—who generally do not face a state-level mandate for assessment—most have assessment activities underway. And 7 in 10 independent institutions expect to introduce some form of assessment within the next few years.

Will external mandates foster more assessment activity than a voluntary approach? A different type of assessment activity? Or just a different type of "compliance" activity? Essentially, the jury is still out on such questions. But the record does reveal a mixed situation so far with regard to the influence of external mandates. And it is evident too that voluntary responses to assessment pressures are taking place, and a good number of institutions are likely to be making greater use of assessment in the near future, with or without the prod of externally-imposed requirements. Even so, mandates certainly have set the pace: there is more assessment activity underway among "mandated" institutions than among others.



Basic Skills and Writing are Still the Main Focus

Thus far, colleges and universities have adopted student assessment primarily as a way to test basic college-level skills such as English and mathematics or as a way to assess the writing skills of their students (Table 10).

- Basic skills testing is in place at 65 percent of institutions, and another 19 percent are planning such testing. Almost all public two-year institutions now assess basic skills.
- About half of colleges and universities now assess writing, defined here as "higher-order" writing skills that would be an expected outcome of college study. Another 27 percent are planning some form of writing assessment.

In contrast, only about 25 percent of institutions, at best, have implemented assessment activities for other aspects of student learning.

Among assessment activities in the planning stage, two areas are somewhat distinctive:

- Close to half of institutions are planning assessments directed to critical thinking skills. Another 14 percent already are assessing these skills.
- Close to half—44 percent—of institutions are planning to conduct assessment activities to document long-term outcomes among graduates. One in four already do so.

Compared to the prior year's survey (*Campus Trends, 1988*), an increased percentage of institutions report that some activity is being planned in both of these areas. If this increased activity continues, such attention to critical thinking and to long-term outcomes may emerge as among the more popular modes of assessment activity.

In general, it appears that wide experimentation on assessment is still the norm. Other than the initial focus on basic skills and on writing, no other single focus of activity has yet emerged. Other topics and skill areas are objects of institutional planning at 30 to 40 percent of institutions.

Reactions to Assessment

Most administrators apparently are quite divided in their views of recent attempts to assess student learning. Notably, this year's results (shown in Table 11) largely mirror responses given in the previous year's survey.

- Almost half of administrators (47 percent) agreed that institutions should publish evidence of institutional effectiveness.
- Forty-two percent agreed that states should require institutions to show evidence of institutional effectiveness.
- Only about half are optimistic that assessment will "significantly improve" undergraduate education.

In fact, 37 percent take the skeptical view that, so far, assessment has resulted mainly in new reporting requirements to the state. Administrators at 4 in 10 public two-year institutions agreed with this statement.

There is continuing concern that the assessment process poses some dangers for higher education.

- Six in ten administrators agreed that the use of nationally standardized tests for student assessment poses the risk of distorting the educational process.
- On another question, 72 percent of administrators agreed that "most campus officals" have strong fears about misuse of effectiveness measures by external agencies.

Such fears have not abated over the last few years: at least 7 in 10 administrators had agreed with this last statement in 1987 and 1988 (*Campus Trends, 1987* and *Campus Trends, 1988*).

Sector differences are striking: two-thirds of public two-year institutions are supportive of state requirements, for example, compared to about half of public four-year institutions and only one-quarter of independent institutions.

IV. Other Changes

This section reviews survey findings related to:

- college requirements for general education coursework;
- changes in enrollment;
- changes in finances and tuition levels; and
- administrator ratings of their institution's status.

The general picture is one of continued enrollment growth, along with tight financial circumstances and looming physical plant needs. Course requirements in general education are found at almost all institutions.

General Education Requirements

As Table 12 points out, the great majority of American colleges and universities expect all of their students to complete a core amount of course work in general education. Eighty-one percent do so, including 9 in 10 baccalaureate and comprehensive institutions.

For the small number of remaining colleges, general education requirements are in place but apply to some but not all students (e.g., to those two-year students planning to transfer to four-year programs, or to all students in the college of arts and sciences at a large doctoral university).

For the institutions that have general education requirements for all of their students, the most common structure in use is that of distribution requirements, in which students are given limited choices from courses designed to provide them with a breadth of subject matter (Table 12).

- So-called "core" courses—in which several subject areas or disciplinary perspectives are integrated—are among the general education requirements for two-thirds of institutions.
- Generally, "core" and distribution requirements are combined: 6 in 10 institutions reported such a pattern of general education offerings.

- About 4 in 10 baccalaureate and comprehensive institutions now have general education requirements at the upper-division level. These often involve senior-year seminars or senior thesis requirements. Only 27 percent of doctoral institutions reported such upper-division general requirements.

Among the subject areas that are included in the college's general education requirements, the most frequently cited are: English, humanities, social sciences, natural sciences and mathematics (Table 12).

- Among the institutions with general education requirements, fully 9 out of 10 have course requirements in the humanities, English and communications, the social sciences, the natural sciences, and mathematics.
- Eighty-five percent require coursework specifically directed toward students' writing skills.
- Fine arts requirements are reported by 61 percent of institutions, including three-quarters of baccalaureate and comprehensive institutions.

Requirements vary in the area traditionally termed "history and civilization." Half of institutions have a requirement in "Western" civilization, while 24 percent have a requirement in "World" civilization. Another 21 percent have a course requirement in "non-Western" civilization. Only 4 in 10 institutions have a requirement in computer science, possibly involving computer "literacy."

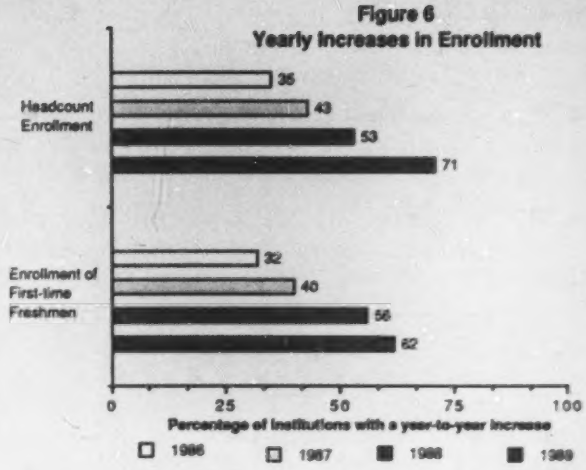
The Enrollment Picture in 1988–89

Throughout the 1980s, most American colleges and universities have had relatively stable enrollment or, in some instances, modest gains in enrollment. Overall enrollment for 1987–88 in the U.S. was 12.5 million students, up somewhat from the 1980–81 total of 12.1 million students.

As reported by college administrators in a previous survey (*Campus Trends, 1988*), this record of sustained enrollment—at a time when the number of 18-year-olds has been decreasing—is mainly due to changes in the pool of applicants (especially a shift toward older age groups); improved retention of enrolled students; and changes in recruitment and publicity activities of colleges and universities.

The pattern of modest enrollment growth continued during 1988-89, as most colleges and universities recorded gains (Table 13). Seventy-one percent of institutions increased their overall (headcount) enrollment as well as their FTE (full-time-equivalent) enrollment. Only one in ten reported enrollment decreases of any size. As Figure 6 shows, more

Figure 6
Yearly Increases in Enrollment



institutions reported gains for the 1988-89 year than in any of the previous few years.

Several changes are notable:

- Fully one-third of colleges and universities reported an increase in average class size. A year ago, only one in five institutions had reported such a change. This increase was strongest among public two-year institutions.
- Although most institutions reported increased enrollment of first-time freshmen, a small proportion of institutions reported a decrease, including 18 percent of independent institutions.
- More institutions reported a gain in full-time students than in part-time students. This is a change from a year earlier, when the proportions were on a par with each other.
- Among institutions offering graduate study, about half increased their graduate enrollment. Somewhat more public than independent institutions reported such gains.
- About 15 percent of comprehensive and doctoral universities had an increased enrollment of students reporting disabilities. Twelve percent of two-year institutions had such an increase.

Minority Enrollment: Small Gains

About one in four colleges and universities reported that Black, Hispanic and Asian enrollments had increased during 1988-89 (Table 13). Only about 1 in 10 institutions reported increased enrollment of American Indian students.

Gains in Black and Hispanic enrollment were reported by comprehensive and doctoral institutions more often than by two-year or baccalaureate institu-

tions. Half of doctoral institutions, for example, increased their Hispanic enrollment.

Some sector differences are apparent:

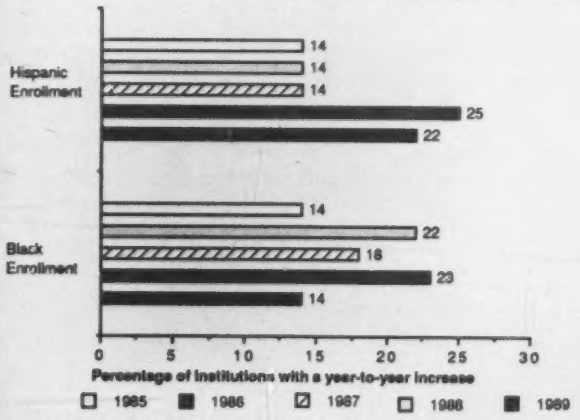
- Hispanic enrollment increased for more than one-third of public institutions, but for only about 1 in 10 independent institutions.
- Black enrollment increased for 45 percent of public, four-year institutions, but for only 24 percent of independent institutions.

Enrollment of Asian students increased at about one-quarter of institutions. However, as with Black and Hispanic enrollment, more four-year institutions—comprehensive and doctoral—reported such gains than did two-year institutions.

Increased enrollment of American Indian students—reported by one in ten institutions, overall—was reported by 28 percent of doctoral institutions. This pattern—of increased American Indian enrollment at doctoral institutions compared to others—was also evident in last year's survey (*Campus Trends, 1988*).

As Figure 7 shows, the proportion of colleges and universities making gains in Black and Hispanic enrollment— about one in four— is about the same this year as it was in 1987-88. Progress over earlier years has been maintained, but it remains true that relatively few institutions reported such gains.

Figure 7
Yearly Increases in Minority Enrollment



Modest Enrollment Growth Ahead

Despite sizeable demographic decline predicted from now through 1994 (WICHE, 1988), most colleges and universities somehow are planning on steady or increasing enrollments for the next five years (Table 14).

- About 8 in 10 colleges and universities expect to increase enrollment although half expect the increase to be modest, 10 percent or less.
- Eleven percent expect an enrollment decrease, but of small size.

These expectations may be unrealistic for a time when the population of 18-year-olds will decrease significantly. Between 1989 and 1994, for example, an 11 percent decrease is predicted in the number of high-school graduates (WICHE, 1988).

Continued, strong enrollment growth is expected at most two-year institutions. Eighty-five percent of two-year institutions expected enrollment increases during the next five years. So too, three-quarters of baccalaureate colleges expected enrollment increases during this time. For a few colleges and universities, sizeable growth is planned over the next few years. About 20 percent of baccalaureate colleges, for example, are expecting enrollment increases of 21 percent or more. Increases of 30 percent or more are planned by 13 percent of independent institutions.

Such expectations are not found among comprehensive and doctoral institutions to any significant degree. Only half of doctoral universities are expecting any enrollment growth during this period; in fact, one in four expect small enrollment decreases and another one in four expect no overall change at all.

The Financial Picture

Most, but not all, colleges and universities reported an increase from the past year in their overall operating budget (Table 15). Among public institutions, more than 10 percent reported a cutback in the size of their budget.

Among independent institutions, almost all reported a year-to-year increase in their budgets; only 4 percent reported a cutback. However, it can also be noted that 3 in 10 independent institutions reported that their overall level of institutional indebtedness had increased during the last year.

Only 45 percent of colleges and universities reported an increase in the last year in total federal student aid. Just about half reported increases in income from grants and contracts. Most four-year institutions, both public and independent, reported an increase in income from gifts and alumni giving.

The overall financial condition of American colleges and universities apparently has not changed much in the last few years. As Table 17 shows, 48 percent of college administrators rated the overall financial condition of their institution as "excellent"

or "very good." This response—not very positive—is at the same level as responses given in the last two years (*Campus Trends, 1987* and *Campus Trends, 1988*).

Some financial problems are quite evident: 20 percent of institutions gave their financial condition a "fair" or "poor" rating in 1989, mirroring the 20 percent who did so in the 1988 survey.

Increased Spending on Student Aid and on Instructional Technology

Colleges and universities continued to increase their expenditures in two key areas: institutionally-funded student aid and support of instructional technology (Table 15).

- Fully 8 in 10 independent institutions reported increased spending from their own funds for student aid.
- Institutionally-funded student aid is also becoming more frequent in the public sector: 62 percent of public four-year institutions reported increased spending for this purpose, along with almost half of public two-year institutions.
- Instructional technology is a growing expense for colleges and universities. More than half reported an increased budget for this purpose in the last year.

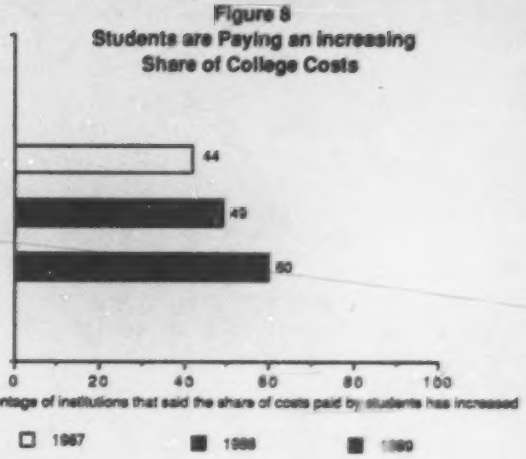
These expenses have occurred as most colleges and universities (8 in 10) have also increased their budgets to cover educational and general expenses. Among independent institutions, 9 in 10 did so, compared to 3 out of 4 public institutions (Table 15).

A majority of institutions (60 percent) reported an increase in the share of overall costs that students and parents pay. As Figure 8 shows, this trend has continued, and broadened, over the past three years.

All types of institutions have been affected by the need to have students and parents pay an increased share of costs.

- Two-thirds of public four-year institutions reported an increase, probably reflecting legislative mandates or state budgetary difficulties that have necessitated increases in tuition or other student fees.
- Among public two-year institutions, half reported that students now pay an increased share of overall costs.
- Among independent institutions, two-thirds reported that students now pay an increased share of overall costs.

Figure 8
Students are Paying an Increasing Share of College Costs



Likely Tuition Increases

For the year ahead, colleges and universities will be announcing quite a range of tuition increases (Table 16). About 1 in 4 will have increases of 8 percent or more, but half will have increases of 5 percent or less (and thus, possibly, below the nation's overall rate of inflation, expected to be about 5 percent).

Sector differences are marked:

- Among independent institutions, about 8 in 10 expect tuition increases of 6 percent or more.
- Among public four-year institutions, 7 in 10 expect that tuition increases will be 7 percent or less. Notably, however, about one in five are announcing tuition increases of 10 percent or more.
- Among public two-year institutions, three out of four reported tuition increases of 5 percent or less, and 4 in 10 reported increases of 3 percent or less.

Looking ahead to the 1990-91 year, most college administrators are predicting only small changes in tuition prices. For public institutions, yearly tuition increases are expected to continue to be at the level of 7 percent or less for four-year institutions and 5 percent or less for two-year institutions. For 7 in 10 independent institutions, early predictions by college administrators are that tuition increases will range from 6 to 9 percent.

The overall prospect, then, is that tuition increases at many independent institutions will continue to outpace inflation. The prospect, too, is for a still greater gap between tuition prices set by public and independent institutions.

Physical Plant Needs are Critical

College administrators gave quite low ratings to

the adequacy of their current physical facilities (Table 17). Only one-third felt their physical plant could be rated "excellent" or "very good" for their current needs; at 3 in 10 institutions, facilities were considered only "fair" or "poor" for current needs.

The prospect ahead is even more negative: more than half gave low ratings to their physical plant in terms of its ability to meet needs over the next ten years.

Many institutions also do not have adequate planning for their long-term physical plant needs. Although 40 percent rated their physical-plant planning as "excellent" or "very good," another 3 in 10 gave low ratings to the adequacy of their planning efforts.

It is clear that many colleges and universities in the U.S. have serious concerns regarding their physical plant. Very few administrators considered their physical facilities to be adequate to either current or future needs, and fewer than half considered that their planning for future needs in this area was adequate.

V. Important Challenges Ahead

As part of the *Campus Trends* surveys in both 1988 and 1989, administrators were asked to name the three most important challenges facing their institutions over the next five years. About 75 percent of respondents offered a response. Table 18 summarizes the results for 1989, based on categories developed from answers given by respondents.

The dominant themes noted in 1988 continue to appear:

- Issues of adequate financial support were raised quite frequently, with an increased emphasis on the challenge of raising funds and increasing the institution's resource base.
- Enrollment, especially to maintain current levels of enrollment, is again a key focus this year. Notably, somewhat fewer institutions mentioned this area in 1989 than did so in 1988.
- Improving program quality remains an important focus of activity. For some institutions, this especially called for changes to serve new needs or new populations of students.

Certain other issues appear to be taking on greater importance, being cited by a larger proportion of administrators in 1989 than in 1988:

- Issues related to faculty were cited more often in 1989 than in 1988. There was new emphasis, too, on the problems of recruiting and retaining good faculty.
- The need for renovation and renewal of physical facilities was cited quite often (by one-third of administrators) as a key challenge facing them over the next five years.

Several other new issues emerged, although mentioned by only a small proportion of institutions. A few public institutions, for example, reported that a change in institutional status would be a major challenge for the next few years. Some other institutions are looking to important transitions in their leadership. Still others felt that competition with other institutions was among their most important future challenges.

Issues of improving diversity—including greater minority representation among students as well as among faculty—were mentioned as a key challenge for a small proportion of institutions, both in 1988 and in 1989. Notably, in this year's survey, administrators at one-third of doctoral institutions cited this as among their most important challenges.

CONCLUSION

This year's survey results suggest that the 1990s will be offering somewhat different issues and challenges for American colleges and universities. In particular:

- Faculty issues will be important, with a good number of faculty retirements expected and, partly as a result, an increased pace of faculty hiring. Increased competition for good faculty is expected.
- Long-deferred physical plant needs are apparently becoming more urgent, with most administrators recognizing that their current facilities will not be adequate for their needs in the 1990s.

Other issues will continue to occupy the attention of college administrators, including:

- Continuing financial pressures and the need for increased fund-raising;
- A need to continue to provide institutionally-funded student aid, especially critical in view of the fact that, at most institutions, students and parents are already paying an increased share of costs;
- Modest enrollment gains for most institutions, along with continued attempts to increase minority enrollment; and
- Continued experimentation with new ways to assess student learning, amidst serious misgivings about potential negative consequences of assessment efforts.

The 1990s will certainly pose new challenges, then, especially in light of the pressures for adequate financial support, for substantial change in college faculty, and for improved minority participation in higher education.

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TABLE 1--Patterns of Faculty Hiring

(Percentage of Institutions)

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Full-time faculty were hired in:								
Tenure-track positions	78	64 *	89	94	100	73	94	76
Term or contract positions	77	70	75	91	99	75	87	73
Change in full-time faculty, 1987-88 to 1988-89:								
Net gain	52	47	51	64	65	52	53	51
No net change	40	45	43	24	25	36	32	46
Net loss	8	8	6	12	10	11	16	3
Change in part-time faculty, 1987-88 to 1988-89:								
Net gain	53	51	55	60	41	59	56	47
No net change	36	36	39	28	52	32	33	41
Net loss	11	13	6	12	7	9	11	12
Change in faculty over 65 years of age, 1987-88 to 1988-89:								
Net gain	10	7	7	20	23	9	20	6
No net change	82	89	83	63	66	85	67	86
Net loss	8	4	10	17	11	6	13	8
Change in minority faculty, 1987-88 to 1988-89:								
Net gain	24	21	14	37	60	29	45	12
No net change	70	75	79	52	34	68	46	81
Net loss	6	4	7	11	6	3	9	7

TABLE 1--Patterns of Faculty Hiring (continued)

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Change in women faculty, 1987-88 to 1988-89:								
Net gain	47	43	43	54	74	53	59	37
No net change	50	55	52	40	22	45	36	59
Net loss	4	2	6	5	4	3	4	4
Change in minority faculty with tenure, 1987-88 to 1988-89:								
Net gain	12	11	6	19	31	14	22	6
No net change	85	89	88	77	65	86	75	90
Net loss	3	0	5	4	4	0	3	4
Change in women faculty with tenure, 1987-88 to 1988-89:								
Net gain	32	22	30	51	62	27	50	27
No net change	66	77	67	47	32	72	47	70
Net loss	2	0	3	2	6	0	3	3

* Only a few two-year institutions have tenure systems.

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (76 percent response) received from 382 institutions (including 89 two-year colleges, 112 baccalaureate, colleges, 76 comprehensive universities, and 105 doctoral institutions).

TABLE 2--Current and Expected Shortages of Faculty, by Subject Area

(Percentage of Institutions Agreeing with each Statement)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
In recruiting for full-time faculty positions in the last year:								
• The quality of applicants has declined	19	18	24	18	3	16	23	19
• It has taken longer to find qualified persons	51	50	55	50	34	49	52	51
• There has been greater difficulty in getting top applicants to accept positions	50	43	58	58	42	39	60	54
Current shortage* in:								
Arts and humanities	4	3	7	0	6	4	3	3
Foreign languages	10	6	16	10	9	9	14	8
Social sciences	3	3	6	0	8	4	3	3
Biological sciences	11	15	6	9	12	14	9	11
Physical sciences	14	18	5	14	18	21	11	10
Computer science	38	26	43	55	62	29	61	34
Mathematics	25	21	28	32	23	23	37	21
Engineering	15	14	3	27	43	20	30	4
Health professions	22	26	20	17	13	32	20	15
Business	36	18	46	64	57	18	73	33
Education	7	3	14	8	3	4	14	5
Vocational-technical fields	11	19	1	2	2	22	3	5

TABLE 2--Current and Expected Shortages of Faculty, by Subject Area (continued)

(Percentage of Institutions Agreeing with each Statement)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Expected shortage* in the next five years in:								
Arts and humanities	11	9	8	21	19	13	19	7
Foreign languages	16	12	14	24	29	18	23	12
Social sciences	8	5	8	10	19	7	8	8
Biological sciences	17	12	19	23	31	18	19	16
Physical sciences	27	28	22	29	42	39	34	17
Computer science	49	37	61	58	46	33	59	54
Mathematics	36	30	36	49	49	39	52	28
Engineering	18	16	7	29	51	24	31	8
Health professions	26	33	21	21	11	35	21	22
Business	38	19	54	58	46	11	59	46
Education	10	1	16	22	8	2	17	12
Vocational-technical fields	18	32	4	5	4	34	6	12

* Defined as "Unable to find qualified persons for vacant faculty positions." Percentages are based on those institutions offering instruction in each subject area.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 3--Faculty Planning, Salaries and Use of Part-time Faculty

(Percentage of Institutions Agreeing with each Statement)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
This institution has systematic faculty planning (e.g. expected changes in hiring, tenure rates, retirements)	32	18	47	43	51	22	42	36
In the next five years, this institution expects to:								
Increase the pace of faculty hiring (for full-time positions)	55	63	47	53	44	63	58	49
Decrease the size of its faculty	20	26	13	20	11	22	23	18
This institution is currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)	45	58	35	38	12	67	22	38
This institution has salaries that are competitive with similar institutions for:								
• Continuing faculty	65	68	57	71	63	70	61	63
• New appointments, junior level	71	65	70	89	84	64	85	71
• New appointments, senior level	60	52	58	79	79	56	78	55

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 4--Faculty Retirement Patterns and Practices

(Percentage of Institutions Agreeing with each Statement)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
This institution has:								
Incentives for early retirement	37	30	33	53	66	42	50	27
Phased retirement for faculty	19	13	19	28	54	13	30	20
A mandatory retirement age for faculty	39	35	34	48	71	37	52	36
This institution is currently revising its faculty retirement plan	27	22	40	19	27	20	12	39
This institution expects an increased pace of retirements among full-time faculty during the next 5 years	50	54	36	61	53	61	62	36
The lifting of the mandatory retirement age will cause problems for this institution	18	9	22	30	37	12	24	19

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 5--Activities to Improve Minority Participation

(Percentage of Institutions)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent of institutions reporting a lot of activity to:								
Increase enrollment of minority students								
• Undergraduate	32	27	19	56	61	33	55	21
• Graduate	20	0	0	30	47	0	42	5
Expand financial support for minority students	24	22	13	36	46	18	33	24
Increase retention of minority students	42	42	28	50	59	48	54	32
Increase completion rates of minority students	38	39	26	49	53	44	47	29
Improve the campus climate for minority students	32	31	22	46	53	39	48	21
Hold festivals or other events to "celebrate" racial and ethnic diversity	29	23	24	47	43	26	46	23
Increase the number of minority faculty	31	27	16	54	59	33	50	21
Assist minority faculty in meeting tenure and promotion requirements	17	18	11	24	24	22	24	10
Increase the number of senior administrators from minority backgrounds	14	11	13	20	23	16	25	8

TABLE 5--Activities to Improve Minority Participation (continued)

(Percentage of Institutions)*

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent of institutions reporting some activity to:								
Increase enrollment of minority students								
• Undergraduate	51	53	58	40	33	47	39	60
• Graduate	44	0	39	49	44	0	37	50
Expand financial support for minority students	55	57	55	50	49	59	54	52
Increase retention of minority students	43	45	49	33	34	35	37	52
Increase completion rates of minority students	46	48	46	43	40	40	44	52
Improve the campus climate for minority students	51	50	58	44	44	39	44	62
Hold festivals or other events to "celebrate" racial and ethnic diversity	43	38	54	39	49	38	39	49
Increase the number of minority faculty	48	46	62	37	39	45	39	55
Assist minority faculty in meeting tenure and promotion requirements	44	43	41	47	61	41	50	45
Increase the number of senior administrators from minority backgrounds	39	39	29	49	54	51	46	26

TABLE 5--Activities to Improve Minority Participation (continued)

(Percentage of Institutions)*

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent of Institutions reporting little or no activity to:								
Increase enrollment of minority students								
• Undergraduate	17	20	23	5	7	21	7	19
• Graduate	34	0	61	21	9	0	20	45
Expand financial support for minority students	22	21	32	14	5	23	13	24
Increase retention of minority students	15	14	23	8	6	17	9	16
Increase completion rates of minority students	16	13	28	9	6	16	10	19
Improve the campus climate for minority students	17	20	20	9	3	22	8	17
Hold festivals or other events to "celebrate" racial and ethnic diversity	28	39	21	14	8	35	15	28
Increase the number of minority faculty	21	27	22	9	2	22	11	25
Assist minority faculty in meeting tenure and promotion requirements	38	39	49	29	14	37	26	45
Increase the number of senior administrators from minority backgrounds	47	50	58	32	23	33	30	67

* Excluding historically black institutions.

* Responses for "a lot," "some" and "little or none" sum to 100 percent.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 6--College Actions to Monitor and Improve Minority Participation

(Percentage of Institutions)[a]

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent of institutions responding "yes:"								
Monitor minority student attrition each term	54	52	38	77	79	47	72	52
Compile figures on completion rates for minority students	56	54	40	74	82	51	72	53
Compare minority representation among your students to minority representation:								
• among the population you serve	57	57	42	71	79	69	75	39
• in the surrounding community	50	49	43	57	61	62	62	34
Hold workshops each year to increase racial/cultural awareness among:								
• students	37	33	29	52	67	37	44	35
• faculty	31	31	21	42	42	34	41	24
• staff and administrators	30	29	21	40	49	34	41	22
Offer incentives to academic departments to increase hiring of minority faculty	17	10	10	34	61	14	38	12
Plan a major increase in funds allocated for improving minority participation	15	12	9	26	42	15	28	11
Operate under a board-adopted policy with specific goals for increasing minority participation	37	42	15	53	40	50	51	19

TABLE 6--College Actions to Monitor and Improve Minority Participation (continued)

*(Percentage of Institutions)**

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent of institutions responding "being discussed:"								
Monitor minority student attrition each term	15	14	21	11	10	18	12	15
Compile figures on completion rates for minority students	11	12	13	9	9	14	9	10
Compare minority representation among your students to minority representation:								
• among the population you serve	16	24	13	5	3	7	7	28
• in the surrounding community	15	22	10	8	5	6	11	25
Hold workshops each year to increase racial/cultural awareness among:								
• students	15	15	14	18	13	12	21	15
• faculty	20	18	19	22	30	16	23	21
• staff and administrators	23	24	23	21	23	21	22	25
Offer incentives to academic departments to increase hiring of minority faculty	11	7	11	22	15	8	19	10
Plan a major increase in funds allocated for improving minority participation	21	15	25	29	30	16	29	22
Operate under a board-adopted policy with specific goals for increasing minority participation	7	5	9	6	11	7	7	6

TABLE 6--College Actions to Monitor and Improve Minority Participation (continued)

*(Percentage of Institutions)**

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent of institutions responding "no:"								
Monitor minority student attrition each term	30	34	41	11	11	35	16	33
Compile figures on completion rates for minority students	33	34	47	17	9	36	19	37
Compare minority representation among your students to minority representation:								
• among the population you serve	27	19	45	24	18	25	18	32
• in the surrounding community	35	29	47	35	34	31	27	41
Hold workshops each year to increase racial/cultural awareness among:								
• students	47	52	57	30	20	51	35	50
• faculty	49	51	60	36	28	50	36	55
• staff and administrators	47	48	56	38	28	45	38	52
Offer incentives to academic departments to increase hiring of minority faculty	71	83	79	45	23	78	43	78
Plan a major increase in funds allocated for improving minority participation	64	73	66	45	28	69	44	68
Operate under a board-adopted policy with specific goals for increasing minority participation	57	53	76	40	49	43	42	74

* Excluding historically black institutions.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 7--Administrator Views on the Climate for Improving Minority Participation

(Percentage of Institutions)*

	Total	2-year	Baccalaureate	Comprehensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent rating own institution as "high:"								
Level of support for improving minority participation at your institution:								
• today	32	27	31	41	48	32	34	30
• ten years ago	10	9	15	8	6	9	8	11
Overall campus commitment to minority advancement:								
• today	41	41	28	56	61	48	49	32
• ten years ago	12	12	9	12	15	15	11	9
Degree of coordination among support services for minority students	34	35	26	45	40	41	44	25
Degree of confidence among senior administrators that greater gains can be made on this campus in advancing minorities	38	38	33	48	41	37	46	36
Degree of tension among racial/ethnic groups on campus:								
• today	2	2	0	4	3	2	5	0
• ten years ago	3	1	1	7	12	1	8	2

TABLE 7--Administrator Views on the Climate for Improving Minority Participation (continued)

(Percentage of Institutions)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent rating own institution as "low:"								
Level of support for improving minority participation at your institution:								
• today	13	12	20	7	6	16	12	11
• ten years ago	51	54	47	53	36	50	55	50
Overall campus commitment to minority advancement:								
• today	11	10	20	7	2	11	9	13
• ten years ago	43	50	39	38	28	42	39	46
Degree of coordination among support services for minority students	19	18	29	10	13	20	11	23
Degree of confidence among senior administrators that greater gains can be made on this campus in advancing minorities	11	9	16	11	3	10	11	12
Degree of tension among racial/ethnic groups on campus:								
• today	80	85	83	68	59	85	68	81
• ten years ago	76	82	79	58	59	85	59	75

* Excluding historically black institutions.

* Responses for "high," "medium," and "low" sum to 100 percent.

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 7--Administrator Views on the Climate for Improving Minority Participation (continued)

(Percentage of Institutions)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percent rating own institution as "medium:"								
Level of support for improving minority participation at your institution:								
• today	55	61	49	52	46	52	53	59
• ten years ago	39	37	38	39	58	41	37	39
Overall campus commitment to minority advancement:								
• today	47	50	52	37	37	41	42	55
• ten years ago	45	38	52	50	56	43	49	44
Degree of coordination among support services for minority students	46	47	45	45	48	40	45	52
Degree of confidence among senior administrators that greater gains can be made on this campus in advancing minorities	51	53	50	41	56	53	43	52
Degree of tension among racial/ethnic groups on campus:								
• today	18	13	17	28	38	12	27	19
• ten years ago	22	17	20	34	29	14	32	23

TABLE 8--Administrator Views on Recruiting and Climate for Minority Students

***(Percentage of Administrators Giving each Rating)** **

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage rating own institution as "excellent" or "very good:"								
Ability to attract black students	14	12	13	15	27	10	19	15
Ability to attract Hispanic students	11	14	4	12	19	11	15	8
Supportive climate for:								
Black students	26	31	16	30	31	32	31	19
Hispanic students	21	30	9	26	21	30	22	14
Percentage rating own institution as "fair" or "poor:"								
Ability to attract black students	60	53	75	53	43	52	55	67
Ability to attract Hispanic students	67	57	82	70	44	59	66	73
Supportive climate for:								
Black students	40	34	58	29	23	37	36	45
Hispanic students	43	38	51	40	34	43	47	41

* Possible responses were "excellent," "very good," "good," "fair" or "poor." Percentages reporting "good" are not shown.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 9--Current Status of Student Assessment

(Percentage of Institutions)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Most faculty would support the development of assessment procedures	69	70	73	67	45	77	68	63
Our institution currently has assessment activities underway	67	70	59	74	58	74	79	56
Discussions are taking place on whether to develop assessment procedures	66	60	70	82	59	68	75	61
Some form of assessment is likely to be introduced in the next few years	77	77	73	89	72	84	87	69
Our state is requiring assessment procedures	33	37	21	43	32	49	49	13
Our current assessment activities:								
Involve a relatively small number of faculty	58	58	58	58	56	57	49	63
Are mainly a response to external mandates	41	44	34	45	32	47	46	32
Are part of a self-study for a regional accrediting agency	47	46	45	60	31	50	41	48
Assessment results have been used for:								
reports to state boards or agencies	53	64	38	52	40	72	57	36
reports to deans, department chairs	66	71	61	66	52	80	69	53
reports to faculty	64	72	58	55	42	79	60	54
feedback to students	50	58	41	46	43	61	53	41
program or curriculum evaluation	68	78	57	63	55	81	67	58
curriculum changes	61	73	47	56	48	76	58	50
Our institution is developing its own instruments for student assessment	55	54	59	57	46	58	55	53
Our institution is collaborating with other institutions on assessment activities	34	37	28	32	41	50	47	17

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 10--Areas of Student Learning being Assessed

(Percentage of Institutions Agreeing with each Statement)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Assessment is in place for:								
Basic college-level skills	65	76	58	57	32	81	63	54
Knowledge in general education subje	25	24	29	28	9	24	28	25
Knowledge in a major	26	26	23	33	21	26	31	23
Attainment of higher-order skills in:								
critical thinking	14	13	16	14	7	13	16	14
quantitative problem-solving	18	17	21	21	13	21	26	13
oral communication	21	25	20	16	10	25	24	17
writing	47	47	56	40	22	54	51	41
Changes in student values and attitudes	17	10	18	30	25	11	19	20
Long-term outcomes of graduates	25	25	28	21	22	26	22	26
Assessment is planned for:								
Basic college-level skills	19	20	14	17	28	13	16	24
Knowledge in general education subje	36	36	38	33	31	42	39	30
Knowledge in a major	31	23	40	38	27	26	38	31
Attainment of higher-order skills in:								
critical thinking	46	51	42	46	33	50	42	46
quantitative problem-solving	42	48	37	36	34	45	35	43
oral communication	39	41	41	36	30	40	31	42
writing	27	30	19	32	36	28	25	28
Changes in student values and attitudes	34	35	42	19	25	32	28	39
Long-term outcomes of graduates	44	44	39	55	36	39	46	46

* Responses for "in place," "planned" and "no activity" sum to 100 percent. Percentages for "no" activity are not shown.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 11--Attitudes on Student Assessment

(Percentage of Administrators that Agreed)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Student assessment will significantly improve undergraduate education	51	55	48	52	25	59	51	45
So far, attention to assessment has resulted mainly in new reporting requirements to the state	37	44	26	33	38	41	34	35
Student assessment should be linked to institutional planning and budgeting	69	71	66	74	49	76	72	62
All colleges and universities should develop and publish evidence of their institutional effectiveness	47	53	45	39	29	65	46	34
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness	72	77	68	69	56	82	74	63
States should require colleges to show evidence of institutional effectiveness	42	56	25	38	24	64	45	24
Most campus officials have strong fears about misuse of effectiveness measures by external agencies	72	66	76	79	82	65	77	75
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process	63	53	78	67	74	59	68	65

Source: Campus Trends, 1989; American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

Table 12--General Education Requirements

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Undergraduates must complete a core amount of course work in general education:								
Yes, required for all students	81	72	94	90	68	65	84	91
Yes, required for some students	14	19	6	8	20	27	11	5
No, not required	6	9	1	2	12	8	5	4
Percentage of institutions, among those with requirements for all students								
Core requirements include:								
Distribution requirements	83	76	90	85	86	82	80	85
Integrative "core" courses	67	77	71	41	48	70	40	76
A mix of core and distribution requirements	60	56	70	56	52	56	52	66
Upper-division requirements	22	0	40	43	27	0	28	32
Courses are required in:								
Mathematics	90	96	83	91	82	99	90	85
Computer science	41	40	44	41	27	46	36	40
Natural sciences	91	88	97	90	89	88	92	93
Social sciences	93	91	96	94	96	92	94	94
Fine arts	61	46	76	77	53	51	72	63
English/communications	95	98	94	92	85	97	91	95
Humanities	91	84	97	96	86	82	92	95
Western civilization	48	37	59	57	38	34	40	58
Non-western civilization	21	12	29	28	23	15	20	24
World civilization	24	11	33	39	23	10	38	27
Writing	85	83	89	85	84	87	83	85

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 13--Changes in Enrollment, 1987-88 vs. 1988-89

(Percentage of Institutions with each Change)*

	Total		2-year		Bacca-laureate		Compre-hensive		Doctoral		Public 2-year		Public 4-year		All Independent	
	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.
Overall (headcount) enrollment	71	12	72	15	77	7	65	14	47	5	71	11	71	5	70	16
Total FTE enrollment	68	12	71	17	74	7	59	10	46	4	71	13	69	3	66	16
First-time freshmen	62	14	67	13	54	18	64	12	47	16	68	12	63	12	56	18
Full-time students	64	14	64	18	71	10	60	10	51	4	59	15	63	5	69	16
Part-time students	48	16	54	17	40	17	55	13	23	12	62	16	47	12	38	18
Graduate enrollment	48	14	0	0	49	3	51	22	41	16	0	0	57	14	40	14
Students age 25 and older	47	5	49	8	53	1	43	6	22	3	54	11	47	5	42	1
Black students	27	9	20	8	29	6	43	13	35	16	22	11	45	11	24	6
Black males	26	11	21	10	29	5	33	19	35	20	21	14	37	16	25	6
Black females	28	7	22	6	29	6	43	12	32	15	27	8	44	10	23	6
Hispanic students	22	3	20	2	15	3	29	5	51	5	28	3	39	6	11	2
Asian students	26	5	16	5	31	7	39	5	44	3	15	7	40	7	28	4
Native American students	11	7	11	4	6	8	13	11	28	12	15	6	22	14	3	4
Average class size	32	6	37	10	32	1	24	5	13	4	38	9	28	4	29	5
Students reporting disabilities	10	2	12	2	4	2	15	0	15	3	12	3	11	1	9	1

* Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown on the table.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 14--Expected Enrollment Changes for the Next Five Years

(Percentage of Institutions Reporting each Change)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Increase of:								
30 percent or more	7	5	11	5	3	0	5	13
21 to 29 percent	5	4	9	2	0	6	3	5
11 to 20 percent	13	14	11	14	3	18	11	9
1 to 10 percent	54	62	45	45	43	61	54	48
No Change	11	3	16	20	26	3	13	15
Decrease of:								
20 percent or more	0	0	0	0	0	0	0	0
21 to 29 percent	0	0	0	0	0	0	0	0
11 to 20 percent	0	0	1	0	0	0	0	1
1 to 10 percent	11	10	8	15	24	10	15	11

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 15--Changes in College Finances, 1987-88 to 1988-89

(Percentage of Institutions with Each Change)*

	Total		2-year		Bacca-laureate		Compre-hensive		Doctoral		Public 2-year		Public 4-year		All Independent	
	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.	Incr.	Decr.
Institution's overall budget	80	9	74	11	88	5	83	11	91	0	73	12	75	15	89	4
Budget for educational and general expenses	80	7	74	9	87	5	82	9	88	0	71	8	76	12	89	5
Budget for institutional student aid	65	5	56	6	71	3	72	3	82	0	46	7	62	5	79	3
Budget for instructional technology	54	7	53	7	50	6	59	8	65	3	55	10	54	13	54	2
Income from endowment	48	4	32	3	68	4	49	4	66	4	30	5	52	5	58	2
Income from gifts & alumni giving	73	7	40	3	70	11	76	2	76	4	41	4	77	1	70	11
Income from grants and contracts	50	7	46	4	48	16	57	5	80	0	48	5	57	6	50	9
Revenues from state and local government	48	12	51	12	31	14	59	12	63	5	62	13	66	18	25	7
Total federal student aid (excluding GSL)	45	13	49	14	42	16	41	7	48	9	44	13	44	10	47	14
Share of costs that students and parents pay	60	3	56	3	65	3	69	7	54	5	49	4	66	5	67	2
Institutional indebtedness	20	25	13	18	28	38	19	26	32	19	7	20	17	25	30	29

* Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown on the table.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 16--Expected Tuition Increases, 1989-90 and 1990-91

(Percentage of Institutions at each Level)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Expected tuition increase for 1989-90:								
10 percent or higher	17	13	18	30	20	10	19	22
8-9 percent	23	17	31	23	25	10	11	37
6-7 percent	16	12	26	12	26	8	15	23
4-5 percent	20	25	14	18	19	28	29	10
3 percent or less	23	34	12	18	9	43	26	7
Expected tuition increase for 1990-91:								
10 percent or higher	6	5	5	9	12	6	10	5
8-9 percent	23	15	33	29	22	8	12	37
6-7 percent	25	19	35	23	33	16	21	33
4-5 percent	22	24	19	23	25	22	32	18
3 percent or less	23	37	8	17	8	47	25	7

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 17--Administrator Views on Institutional Status

(Percentage of Administrators Giving each Rating)*

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Percentage rating own institution as "excellent" or "very good:"								
General level of preparation of entering students	16	2	20	36	62	3	24	23
Job prospects for degree recipients	64	60	62	76	79	51	70	72
Ability to attract and hold good faculty	53	50	56	54	61	57	45	52
Adequacy of faculty compensation	29	31	20	38	34	37	29	23
Overall financial condition of the institution	48	54	38	48	46	53	36	50
Overall quality of campus life	46	44	42	55	54	50	48	41
Adequacy of physical plant for:								
current needs	32	30	31	43	22	34	33	30
needs over the next 10 years	21	22	17	28	9	26	15	20
Adequacy of long-range planning for physical plant needs	40	34	47	46	41	37	37	44
Ability to attract good students	30	19	30	47	66	26	38	29
Percentage rating own institution as "fair" or "poor:"								
General level of preparation of entering students	47	63	42	19	11	62	32	41
Job prospects for degree recipients	6	10	4	2	0	12	2	4
Ability to attract and hold good faculty	9	8	14	6	11	9	11	9
Adequacy of faculty compensation	34	32	46	21	35	28	34	39
Overall financial condition of the institution	20	18	24	18	21	18	24	20
Overall quality of campus life	11	12	11	11	3	13	10	10
Adequacy of physical plant for:								
current needs	31	32	28	32	36	32	34	30
needs over the next 10 years	56	58	56	49	62	50	60	59
Adequacy of long-range planning for physical plant needs	29	33	30	19	22	25	28	33
Ability to attract good students	20	24	25	7	3	26	11	19

* Possible responses were "excellent," "very good," "good," "fair" or "poor." Percentages reporting "good" are not shown.

Source: Campus Trends, 1989, American Council on Education.
Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 18–Important Challenges in the Next Five Years

(Percentage of Administrators Citing each Challenge)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Financial issues	60	62	56	64	54	55	61	61
Enrollment issues	51	50	58	47	29	45	40	59
Program quality	73	75	71	75	62	78	73	70
Faculty issues	39	34	41	45	54	31	40	43
Diversity	13	8	14	14	33	13	23	9
Facilities and technology	42	46	38	35	50	41	39	44
Other	23	25	23	20	18	37	23	14

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

TABLE 19–Important Challenges in the Next Five Years: Subcategories

(Percentage of Administrators Citing each Challenge)

	Total	2-year	Bacca-laureate	Compre-hensive	Doctoral	Public 2-year	Public 4-year	All Independent
Adequate finances	39	40	40	34	40	45	48	32
Fund-raising	21	22	16	30	14	11	13	30
Maintain enrollment	44	48	44	40	23	41	30	51
Enrollment growth	7	3	14	6	6	4	10	8
Assessment	12	6	18	20	3	8	21	10
Maintain quality	28	25	30	34	25	32	29	26
Strengthen curriculum	15	16	12	13	30	15	13	16
Serve new needs/populations	18	28	11	8	4	23	10	18
Effective faculty	9	6	14	9	8	9	7	10
Recruitment and retention of good faculty	19	13	21	26	37	17	26	18
Other faculty issues	11	14	6	10	9	5	7	15
Diversity	13	8	14	14	33	13	23	9
Facilities and technology	42	46	38	35	50	41	39	44
All other	23	25	23	20	18	37	23	14

Source: Campus Trends, 1989, American Council on Education.

Weighted survey data (80 percent response) received from 366 institutions (including 127 two-year colleges, 74 baccalaureate, colleges, 95 comprehensive universities, and 70 doctoral institutions).

APPENDIX A: SURVEY QUESTIONNAIRE

AMERICAN COUNCIL ON EDUCATION

Division of Policy Analysis and Research

February 10, 1989

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No. 78, the sixth in a series of annual surveys sponsored by the American Council on Education.

This questionnaire asks about campus trends in enrollment, faculty hiring, and other institutional practices, and seeks opinions on several academic issues. It should be completed by the academic vice president if at all possible.

All responses will be held in strict confidence. The data you provide will be reported in summary tabulations only and will not be identified with your institution.

Please return the completed questionnaire by March 3, 1989. If you have any questions or problems, please call us collect at (202) 939-9445.

Thank you. A copy of the survey report, Campus Trends, 1989 will be sent to all respondents.

Sincerely,

Elaine El-Khawas

Elaine El-Khawas
Vice President for Policy
Analysis and Research

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9450

CAMPUS TRENDS, 1989

This questionnaire asks a series of general questions about policies and practices at your institution.
Please circle an answer for each question. If not applicable, please write N/A. All questions refer to 1988–89.

I. ENROLLMENT AND FINANCES

A. How did your institution's enrollment change for 1988–89 compared to 1987–88:

	Increase (2% or more)	No Change	Decrease (2% or more)
Overall (headcount) enrollment	3	2	1
Total FTE enrollment	3	2	1
First-time freshmen	3	2	1
Full-time students	3	2	1
Part-time students	3	2	1
Graduate enrollment	3	2	1
Students age 25 and older	3	2	1
Black students	3	2	1
Black males	3	2	1
Black females	3	2	1
Hispanic students	3	2	1
Asian students	3	2	1
Native American students	3	2	1
Average class size	3	2	1
Students reporting disabilities	3	2	1

B. What enrollment change do you expect in the **next five years?**

Change, next five years + _____ % or – _____ %

C. What is your best guess about your college's level of tuition increase for 1989–90 and 1990–91?

	1989–90	1990–91
10 percent or higher	5	5
8–9 percent	4	4
6–7 percent	3	3
4–5 percent	2	2
3 percent or less	1	1

D. How did your institution's finances change for 1988–89 compared to 1987–88?

	Increase	No Change	Decrease
Institution's overall budget	3	2	1
Budget for educational & general expenses	3	2	1
Budget for institutional student aid	3	2	1
Budget for instructional technology	3	2	1
Income from endowment	3	2	1
Income from gifts & alumni giving	3	2	1
Income from grants and contracts	3	2	1
Revenues from state and local government	3	2	1
Total federal student aid (excluding GSL)	3	2	1
Share of costs that students and parents pay	3	2	1
Institutional indebtedness	3	2	1

II. CURRICULUM

A. Are your undergraduate students required to complete a core amount of coursework in general education?

_____ No, not required (Go to next section)
_____ Yes, required for **all** students (Answer B and C)
_____ Yes, required for **some** students (Answer B and C)

B. **If yes,** do these requirements include:

	Yes	No
Distribution requirements	2	1
Integrative "core" courses	2	1
A mix of core and distribution requirements	2	1
Upper-division general education requirements	2	1

C. **If yes,** do these requirements include coursework in:

	Yes	No
Mathematics	2	1
Computer science	2	1
Natural sciences	2	1
Social sciences	2	1
Fine arts	2	1
English/communications	2	1
Humanities	2	1
Western civilization	2	1
Non-western civilization	2	1
World civilization	2	1
Writing	2	1

III. FACULTY

A. Were any (new) full-time faculty hired for academic year 1988–89 in:

	Yes	No
Tenure-track positions	2	1
Term or contract positions	2	1

B. Compared to 1987–88, did your institution have any **net** change in the number of:

	Net Gain	No Net Change	Net Loss
Full-time faculty	3	2	1
Part-time faculty	3	2	1
Faculty over 65 years of age	3	2	1
Minority faculty	3	2	1
Women faculty	3	2	1
Minority faculty with tenure	3	2	1
Women faculty with tenure	3	2	1

C. Does your institution have:

	Yes	No
Incentives for early retirement?	2	1
Phased retirement for faculty?	2	1
Systematic faculty planning (e.g., expected changes in hiring, tenure rates, retirements)?	2	1
A mandatory retirement age for faculty?	2	1
Faculty salaries that are competitive with similar institutions for:		
Continuing faculty?	2	1
New appointments, junior level?	2	1
New appointments, senior level?	2	1

	Yes	No
D. Are you currently revising your faculty retirement plan?	2	1
E. Are you currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)?	2	1
F. Do you expect to decrease the size of your faculty during the next 5 years?	2	1
G. Do you expect an increased pace of faculty hiring (for full-time positions) during the next 5 years?	2	1
H. Do you expect an increased pace of retirements among full-time faculty during the next 5 years?	2	1
I. Will the lifting of the mandatory retirement age cause problems for your institution?	2	1
J. In recruiting for full-time faculty positions in the last year,		
Has the quality of applicants **declined?**	2	1
Has it taken **longer** to find qualified persons?	2	1
Have you had greater difficulty in getting top applicants **to accept** positions?	2	1
If yes to any of the above, in which (3 to 5) fields especially?		

K. In the following teaching areas, are you **currently** facing a shortage (i.e. unable to find qualified persons for vacant faculty positions)? In which areas do you **expect** a shortage in the **next five years**? (Circle all that apply)

	Current shortage?	Expected shortage?
1. Arts and humanities	2	2
2. Foreign languages	2	2
3. Social sciences	2	2
4. Biological sciences	2	2
5. Physical sciences	2	2
6. Computer science	2	2
7. Mathematics	2	2
8. Engineering	2	2
9. Health professions	2	2
10. Business	2	2
11. Education	2	2
12. Vocational-technical fields	2	2

IV. INSTITUTIONAL STATUS

A. Please rate your institution on each of the following:

	Excellent	Very Good	Good	Fair	Poor
General level of preparation of entering students	5	4	3	2	1
Job prospects for degree recipients	5	4	3	2	1
Ability to attract and hold good faculty	5	4	3	2	1
Adequacy of faculty compensation	5	4	3	2	1
Overall financial condition of the institution	5	4	3	2	1
Overall quality of campus life	5	4	3	2	1
Adequacy of physical plant for:					
current needs	5	4	3	2	1
needs over the next 10 years	5	4	3	2	1
Adequacy of long-range planning for physical plant needs	5	4	3	2	1
Ability to attract good students	5	4	3	2	1
Ability to attract black students	5	4	3	2	1
Ability to attract Hispanic students	5	4	3	2	1
Supportive climate for:					
Black students	5	4	3	2	1
Hispanic students	5	4	3	2	1

B. IF YOUR INSTITUTION IS A HISTORICALLY BLACK INSTITUTION, PLEASE SKIP TO SECTION V.

Does your institution:

	Yes	Being Discussed	No
Monitor minority student attrition each term?	3	2	1
Compile figures on completion rates for minority students?	3	2	1
Compare minority representation among your students to minority representation:			
among the population you serve?	3	2	1
in the surrounding community?	3	2	1
Hold workshops each year to increase racial/cultural awareness among:			
students?	3	2	1
faculty?	3	2	1
staff and administrators?	3	2	1
Offer incentives to academic departments to increase hiring of minority faculty?	3	2	1
Plan a major increase in funds allocated for improving minority participation?	3	2	1
Operate under a board-adopted policy with specific goals for increasing minority participation?	3	2	1

C. What is your institution's level of activity to:

	A lot	Some	Little or None
Increase enrollment of minority students			
—undergraduate?	3	2	1
—graduate?	3	2	1
Expand financial support for minority students?	3	2	1
Increase retention of minority students?	3	2	1
Increase completion rates of minority students?	3	2	1
Improve the campus climate for minority students?	3	2	1
Hold festivals or other events to "celebrate" racial and ethnic diversity?	3	2	1
Increase the number of minority faculty?	3	2	1
Assist minority faculty in meeting tenure and promotion requirements?	3	2	1
Increase the number of senior administrators from minority backgrounds?	3	2	1

D. Please rate the following:

	High	Medium	Low
Level of faculty support for improving minority participation at your institution:			
today	3	2	1
ten years ago	3	2	1
Overall campus commitment to minority advancement:			
today	3	2	1
ten years ago	3	2	1
Degree of coordination among support services for minority students	3	2	1
Degree of confidence among senior administrators that greater gains can be made on this campus in advancing minorities	3	2	1
Degree of tension among racial/ethnic groups on campus:			
today	3	2	1
ten years ago	3	2	1

V. STUDENT ASSESSMENT

A. New methods of assessing student learning (other than traditional end-of-course grading) are being discussed currently. Which of the following is true of your institution's status on assessment of student learning:

	Yes	No
Most faculty would support the development of assessment procedures.	2	1
Our institution currently has assessment activities underway.	2	1
Discussions are taking place on whether to develop assessment procedures.	2	1
Some form of assessment is likely to be introduced in the next few years.	2	1
Our state is requiring assessment procedures.	2	1
Our current assessment activities:		
involve a relatively small number of faculty	2	1
are mainly a response to external mandates	2	1
are part of a self-study for a regional accrediting agency	2	1
Assessment results have been used for:		
reports to state boards or agencies	2	1
reports to deans, department chairs	2	1
reports to faculty	2	1
feedback to students	2	1
program or curriculum evaluation	2	1
curriculum changes	2	1
Our institution is developing its own instruments for student assessment.	2	1
Our institution is collaborating with other institutions on assessment activities.	2	1

B. Which of the following areas of student learning are being assessed at your institution:

	In Place	Planned	No
Basic college-level skills (e.g., English, math)	3	2	1
Knowledge in general education subjects	3	2	1
Knowledge in a major	3	2	1
Attainment of higher-order skills in:			
critical thinking	3	2	1
quantitative problem-solving	3	2	1
oral communication	3	2	1
writing	3	2	1
Changes in student values and attitudes	3	2	1
Long-term outcomes of graduates (e.g., 5, 10, or 15 years later)	3	2	1

C. Please indicate your own views on each of the following:

	Agree	Disagree	Uncertain
Student assessment will significantly improve undergraduate education.	3	2	1
So far, attention to assessment has resulted mainly in new reporting requirements to the state.	3	2	1
Student assessment should be linked to institutional planning and budgeting.	3	2	1
All colleges and universities should develop and publish evidence of their institutional effectiveness.	3	2	1
As a condition of accreditation, colleges should be required to show evidence of institutional effectiveness.	3	2	1
States should require colleges to show evidence of institutional effectiveness.	3	2	1
Most campus officials have strong fears about misuse of effectiveness measures by external agencies.	3	2	1
Use of nationally standardized tests for purposes of student assessment risks distorting the educational process.	3	2	1

VI. CHALLENGES

What are the *three* most important challenges facing your institution in the **next five years**?

Thank you for your cooperation.

Please return this form by **March 3, 1989**, to:

Higher Education Panel
American Council on Education
One Dupont Circle, N.W.
Washington D.C. 20036

Please keep a copy of this survey for your records.

Name of Respondent _____

Title _____

Department _____

Telephone ( ) _____

APPENDIX B: TECHNICAL NOTES

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education.

The Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. The sample was drawn from the more than 3,200 institutions listed in the *Education Directory, Colleges and Universities* issued by the U.S. Department of Education. The Panel's stratification design (Table B-1) is based primarily upon institutional type, control, and size. For any given survey, either the entire Panel, a half-sample or an appropriate subgroup is used.

The sample for this study consisted of 456 institutions in one of the half-samples, excluding specialized institutions (e.g., rabbinical seminaries and schools of art) and institutions that offer no undergraduate instruction. The same half-sample has been used in all *Campus Trends* surveys.

The questionnaire (see Appendix A) was mailed on February 10, 1989 with the request that it be completed by the academic vice-president. By late May, responses were received from 80 percent of those surveyed. Actual respondents included: provosts, deans, or academic vice-presidents, 46 percent; associate deans or associate provosts, 7 percent; presidents, 13 percent; and other, 34 percent.

Data from responding institutions were statistically weighted to be representative of the 2,618 non-specialized colleges and universities in the U.S. that offer undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell.

Table B-2 shows response rates by institutional categories. Response rates for independent colleges were lower than average; the lowest rate of response was among independent two-year institutions, at 58 percent.

Table B2--Response Rates by Institutional Categories

Control and Type of Institution	Response Rate
Total	80
Control	
Public	83
Independent	75
Type and Control	
Public Doctoral University	92
Independent Doctoral University	76
Public Comprehensive University	80
Independent Comprehensive University	72
Public Baccalaureate	95
Independent Baccalaureate	83
Public Two-Year	79
Independent Two-Year	58
Enrollment Size (FTE)	
Less than 1,000	84
1,000 to 4,999	78
5,000 to 9,999	78
10,000 and above	83

Table B1--Stratification Design

Cell	Type of Institution	Enrollment	Population	Sample	Respondents
	Total		2618	456	366
1	Large public doctorate-granting	a	104	52	48
2	Large independent doctorate-granting	a	58	29	22
3	Large public comprehensive	a	92	46	36
4	Large independent comprehensive	a	26	12	9
7	Large public two-year	a	43	20	14
8	Public comprehensive	5,500-8,999	56	18	14
9	Public comprehensive	<5,500	108	22	19
10	Independent comprehensive	<9,000	126	24	17
11	Public baccalaureate	<9,000	127	22	21
12	Independent baccalaureate	1,350-8,999	166	26	20
13	Independent baccalaureate	<1,350	446	38	33
17	Public 2-year academic/comprehensive	6,000-8,999	55	18	14
18	Public 2-year academic/comprehensive	4,000-5,999	72	18	13
19	Public 2-year academic/comprehensive	2,000-3,999	155	24	17
20	Public 2-year academic/comprehensive	<2,000	332	25	24
21	Independent 2-year academic/comprehensive	<9,000	129	13	8
22	Public two-year occupational	2,500-8,999	63	16	12
23	Public two-year occupational	<2,500	221	22	19
24	Independent two-year occupational	<9,000	239	11	6

a-Institutions that meet one or more of the three following criteria: (a) total full-time equivalent (FTE) 1981 enrollment greater than 8,999; (b) FTE 1981 graduate enrollment greater than 749; (c) FY 1979 educational and general expenditures of $35 million or more.

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